

JAN 17 1956

CLASS
SERIAL RECORD

JAN 19 1956

THE **Bulletin**
OF THE
NATIONAL ASSOCIATION
OF
*Secondary-School
Principals*

Improving Instruction
in the Secondary School

VOLUME 39

November, 1955

NUMBER 214

Service Organ for American Secondary Schools

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

NATIONAL EDUCATION ASSOCIATION
1955-56

OFFICERS

President: LELAND N. DRAKE

Principal, Mohawk Junior High School, Columbus, Ohio

First Vice-President: GEORGE L. CLELAND

Secondary-School Consultant, State Department of Education, Topeka, Kansas

Second Vice-President: R. B. NORMAN

Principal, Amarillo High School, Amarillo, Texas

Executive Secretary: PAUL E. ELICKER

1201 Sixteenth Street, N. W., Washington 6, D. C.

EXECUTIVE COMMITTEE

All officers and the following additional members:

JAMES E. BLUE

Principal, West Senior High School, Rockford, Illinois

JAMES E. NANCARROW

Principal, Upper Darby High School, Upper Darby, Pennsylvania

GEORGE E. SHATTUCK

Principal, Norwich Free Academy, Norwich, Connecticut

CLIFF ROBINSON

Director of Secondary Education, State Department of Education, Salem, Oregon

NATIONAL COUNCIL OF THE NATIONAL HONOR SOCIETY

HYRTL C. FEEMAN, *Chairman*

Principal, Walter French Junior High School, Lansing, Michigan

ROBERT L. FOOSE

Principal, Westfield Senior High School, Westfield, New Jersey

FLOYD HONEY

Principal, Lubbock Senior High School, Lubbock, Texas

G. W. JANKE

Principal, Mitchell High School, Mitchell, South Dakota

DEAN W. MICELWAIT

Principal, Eugene High School, Eugene, Oregon

FRANK A. PEAKE

Principal, Shades Valley High School, Birmingham, Alabama

HOWARD B. TINGLEY

Principal, Petaluma Junior High School, Petaluma, California

THE REV. GORDON F. WALTER, O.P.

Principal, Fenwick High School, Oak Park, Illinois

CARLETON L. WIGGIN

Principal, Deering High School, Portland, Maine

PAUL E. ELICKER, *Secretary*

Issued Nine Times a Year

\$8.00 a Year

\$1.50, Postpaid

Monthly, September to May Inclusive

Published at Washington, D. C., by the National Association of Secondary-School Principals of the National Education Association,
1201 Sixteenth Street, N. W., Washington 6, D. C.

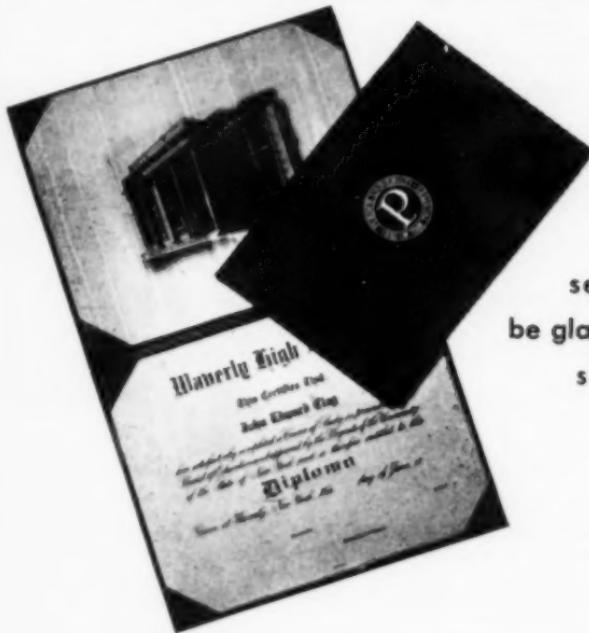




For 75 years . . .

WELCH DIPLOMAS

the choice of discriminating buyers



Our representative will be glad to show you samples and quote prices.

Welch Diplomas Combine Those Qualities of Design and Craftsmanship

Characteristic of the Finest Traditions in Higher Education and the Arts of

**LITHOGRAPHY • STEEL ENGRAVING
ENGROSSING • BINDING**

*Designs Made
On Request*

*Personal Service
For Every Inquiry*

W. M. WELCH DIPLOMA HOUSE

DIVISION OF W. M. WELCH MANUFACTURING COMPANY

Established 1880

1515 Sedgwick Street

Dept. G-1

Chicago 10, Illinois



*Date Yourself
Today
for
CHICAGO, ILLINOIS
Next February*

*40th Annual Convention
OF THE
NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS*

Saturday, February 25 - Wednesday, February 29, 1956

Meetings in the Conrad Hilton Hotel

**GENERAL MEETINGS—OUTSTANDING SPEAKERS
DISCUSSION GROUPS ON SIXTY TIMELY ISSUES
EXHIBITS ON SCHOOL SUPPLIES AND MATERIALS**

Educational trips to selected high schools and special features for members' guests. Special reservations will be available to all members of the National Association of Secondary-School Principals and their friends. Make up your parties now and secure your reservations.

Make room reservations direct with

**Chicago Convention Bureau
134 North La Salle Street
Chicago 2, Illinois**

Write for further information about convention to

Paul E. Elicker, Executive Secretary

**NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 Sixteenth Street, N.W., Washington 6, D. C.**

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

Volume 40 • Number 214

November, 1955

This Association does not necessarily endorse any individual, groups, or organization or the opinions, ideas, proposals, or judgments expressed in articles by authors, or by speakers at the annual convention of the Association, which are published in THE BULLETIN.

TABLE OF CONTENTS

Teacher Preparation, Certification, and Recruitment	3	
Curriculum Leadership by Secondary School Principals	9	
The Curriculum Improvement Movement in Oklahoma	16	
Is Transfer of Training Still a "Bug-a-Boo" in Educational Circles?	26	
Qualifications for Secondary-School Teachers of Modern Foreign Languages	30	
Median Teacher Loads for Junior High Schools Based Upon the Revised Douglass Teaching Load Formula	Harl R. Douglass Jack L. Rowe	34
An Evaluation of the Dual Grading System	I. A. Keller	38
The New York State Regents Scholarship Program	P. P. Muirhead	46
Can We Lengthen the Work Week of High School Teachers?	T. A. Shellhammer	52
The One Subject Plan of Teaching	E. H. Lacy, Jr.	58
The Junior High School and the Multiple Period	A. H. Lauchner	61
Educating for Citizenship Through the Student Council in the Junior High School	H. B. Brooks	69
A Principal's Letter to Student Council Members	W. A. Zimmerman	75
The Team and I	William S. Sterner	77
The Ampli-Sonic Vibroscope for Classroom Instruction	W. T. Rawley	81
The Effect of Teaching To Pass Tests	R. V. Lof	84
The Extracurricular Activities of the Senior High Schools of Utah	E. S. McAllister	88
Awards Problem Rests with Each School	W. M. Hough, Jr.	94
Do Democratic Classroom Procedures Motivate Students?	S. G. Callahan	102
How To Plan the Social Program in a Large High School	Lucille Dugan	104
Time is not for Burning	Louise Rich	108
Planning and Directing Student Publications	R. L. Tottingham	112
Rapid Communication and the High School Curriculum	P. J. Malloy	115
For Those Who Would Read	G. W. Jensen	
Extended Reading for the Gifted	W. M. Stone	119
Reading Problems	Nelda Davis	123
Should We Give Up on High School English?	E. G. Ryan	127
Changes in the Nation's Agriculture—Implications for the High School	M. L. Pettit	133
Book Column	D. C. Chase	138
News Notes		141
		181

THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

Issued Monthly, September to May Inclusive

Copyright 1955 by

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

PAUL E. ELICKER, Executive Secretary

PAUL E. ELICKER, Editor

WALTER E. HESS, Managing Editor

G. EDWARD DAMON, Assistant Secretary

WALTER E. HESS, Assistant Secretary

ELSWORTH TOMPKINS, Assistant Secretary

GERALD M. VAN POOL, Assistant Secretary

1201 Sixteenth Street, N.W., Washington 6, D.C.

Entered as second-class matter, November 8, 1938, at the Post Office at Washington, D. C., and additional entry at Baltimore, Md., under the Act of August 20, 1912.

ONE
OF
THE
NASSP
CONVENTION'S
OUTSTANDING FEATURES



THE EXHIBITS

YOU CAN'T AFFORD TO MISS
SEEING THE LATEST IN

- INSTRUCTIONAL MATERIAL
- AUDIO-VISUAL AIDS
- SCHOOL EQUIPMENT
- GRADUATION SUPPLIES
- SCHOOL JEWELRY
- OFFICE EQUIPMENT



February 25-29, 1956
Conrad Hilton Hotel
Chicago, Illinois

Teacher Preparation, Certification, and Recruitment

**A Report by the Subcommittee on Teacher Education* of the Committee
on Curriculum Planning and Development of the National Association of
Secondary-School Principals**

NEED FOR TEACHERS

IN SEPTEMBER, 1955, the secondary schools of the United States began to feel the impact of larger entering classes. During the next five years, the size of the incoming groups will increase steadily until in 1960 enrollments will gross at least 10,000,000 as contrasted with nearly 7,000,000 in 1955. Should the "holding power" of secondary schools continue to increase, as seems likely, the total number of students in grades 9 to 12 will be close to 11,000,000.

In September, 1955, the number of new teachers needed in the high schools of the nation approximated 50,000. This takes into account replacements required because of retirement, illness, death, and withdrawal of teachers to enter other occupations, as well as new teachers needed to meet increased enrollments.

The number of 1955 college graduates who are prepared to teach in high schools is about equal to the 50,000 needed. However, since approximately only two fifths of the 1955 men graduates and two thirds of the 1955 women graduates are actually taking employment as teachers, secondary-school administrators will face, in 1955, for the first time in more than a decade, an acute shortage of qualified teachers.

During the next five years, the number of new teachers required each fall will increase sharply until 1960, when there will be a need for at least 80,000. Whereas in 1950 our colleges graduated a few more than 80,000 persons prepared to teach in high schools, in 1955 the number is only about 50,000. There are reasons to believe that, unless new factors are introduced to cause the previous downward trend to turn upward, during the next five years 50,000 will be the approximate number of persons to be graduated annually with preparation to teach in high school. That new factors to change the present

* The members of the Subcommittee are as follows:

CHARLES W. SANFORD, *Associate Dean, College of Education, University of Illinois, Chairman*

WILL FRENCH, *Professor of Education, Teachers College, Columbia University*

WILLIAM T. GRUHN, *Professor of Education, University of Connecticut*

VICTOR M. HOUSTON, *Professor of Education and Chairman of Division of Education and Psychology, Chico State College*

GALEN JONES, *Director, Study on Economic Education, Council for Advancement of Secondary Education, Washington, D. C.*

LLOYD S. MICHAEL, *Superintendent, Evanston Township High School, Evanston, Illinois*

ALFRED H. SKOGSBERG, *Principal, Bloomfield Junior High School, Bloomfield, New Jersey*

trend will be required is emphasized by the fact that, since not more than 60 per cent of those persons qualified actually enter high-school teaching, we will need to graduate at least 130,000 teachers in 1960 in order to assure the 80,000 needed. In addition, if all urban centers were to provide average class sizes of from 25 to 30 pupils—certainly a reasonable expectancy—the need for additional teachers would be increased by at least 30 per cent.

QUALITY OF TEACHERS

In a time of teacher shortage, there is always the temptation to try to increase the supply by lowering certification standards. This is a serious mistake indeed. Well-qualified teachers certainly make a tremendous contribution to the educational growth and development of many generations of boys and girls; teachers not well qualified handicap our programs of secondary education and fail to meet the needs of our youth long after any shortage of teachers has passed.

The quality of our secondary-school teachers has a direct bearing on the problem of supply itself. The only source of supply for prospective teachers is, of course, the youth in our secondary schools. These youth are in daily contact with our teachers. If these teachers are intelligent, personable, understanding, cultured, and skillful in their relations with secondary-school youth, these youth may, indeed, look upon teaching as an attractive profession. The people in a profession, as much or more than material aspects of the profession, have a bearing on the attractiveness of that profession to our youth.

DEVELOPING EFFECTIVE TEACHER EDUCATION PROGRAMS

School conditions being what they are at present and what they will be during the years immediately ahead, persons responsible for teacher-education programs seem to face a three-fold task.

1. *The pre-service education of candidates for certification.* Only students who do good college work and who have other qualifications fitting them to work well with children and youth should be encouraged to continue in teacher education. The fact that the need for teachers is great should not lead to lowered standards for students seeking to enter the profession. There is evidence that raising standards for entrance into a profession does not reduce the number of candidates for admission. A five-year period of *pre-service education* is none too much to expect. As long, however, as certification can be attained with less than this, teacher education institutions will have to develop the best programs possible for the shorter periods, dividing the time between the development of scholastic and cultural backgrounds for teaching and the preparation of teachers to know how to teach and to understand children and youth. Probably no fixed patterns of assigning standard amounts of education to either of these two fields will be satisfactory to either of the two faculties involved. A teacher education institution should help each student study his individual strengths and weaknesses, and then help him to plan a program of teacher education to meet his individual needs. That all aspects of a student's professional education could be improved by the extensive use of psychologically and socially sound methods of instruction in college seems self-evident.

2. *The in-service education of teachers who fully meet the minimum certification standards of the various states.* These teachers are being encouraged by salary schedule provisions and by their own desire for promotion to attain more than minimum professional certification. The primary responsibility of teacher education institutions is to help these teachers improve themselves by means of a program that is planned through individual counselling.

3. *The in-service education of emergency teachers with sub-standard certificates.* The shortage of teachers has introduced over 80,000 such teachers into our schools. A considerable number of these are high-school teachers. All school systems should encourage such teachers to meet minimum certification requirements as soon as possible. Co-operation between the employing school system and the teacher education institutions should be such as to encourage the best emergency teachers to remain permanently in the profession, and to discourage those who are not successful.

For teachers in the second and third categories, the teacher education institutions may have to abandon the idea that in-service work must be done wholly or largely "on campus" during regular or summer sessions. Field or extramural courses sometimes provide more valuable experiences than campus courses. Individual school systems and groups of neighboring school systems should make arrangements with teacher education institutions for field work. The supervisory staffs of employing school systems, as well as the faculties of teacher education institutions, should participate in developing such field work activities.

RESPONSIBILITIES OF SECONDARY-SCHOOL PRINCIPALS

The secondary-school principal has a definite responsibility for the preparation of well-qualified secondary-school teachers. Without his sympathetic and intelligent co-operation, the work of the teacher education institutions will indeed be inadequate. The following considerations are important as the secondary-school principal assumes his responsibility for teacher education:

1. The teacher education institutions should prepare prospective teachers to engage effectively in all their professional responsibilities, including classroom activities, curriculum development, diagnosing pupil growth, evaluating learning outcomes, helping pupils with their problems, assisting with school activities, and participating in the life of the community.

2. The program of pre-service teacher education should consist of at least five years of college or university preparation, including general education, broad preparation in subject areas, professional education, and preparation in such related subjects as psychology and sociology.

3. The associations of secondary-school principals in the several states should be encouraged to have teacher education committees co-operate with the faculties of various teacher education institutions in studying problems of teacher education in the state, and particularly in studying ways in which the secondary schools of the state may participate in the teacher education programs of those institutions.

4. The principal and faculty of a secondary-school have an obligation to make available the facilities of their school for teacher education activities, particularly for observation and student teaching.

5. A period of internship or student teaching which extends full time for an entire semester, or its equivalent, is considered to be an essential part of a program of teacher education for secondary-school teachers.

6. The principal and faculty of a secondary school should provide for those students who come to their school the most meaningful student teaching or internship experience possible, including opportunities to observe and to gain experience in all the responsibilities and duties of the secondary-school teacher. The secondary-school principals should assist the development of such an experience by providing the facilities in their schools.

CERTIFICATION OF SECONDARY-SCHOOL TEACHERS

Although the certification of teachers is generally the responsibility of the state department of education, it has such a direct bearing on the qualifications and supply of teachers that it is one of the serious concerns of the secondary-school principal. From the standpoint of the principal, the following considerations are important in the policies for the certification of secondary-school teachers:

1. State departments of education should require from the teacher education institution an endorsement of applicants for certificates indicating that each applicant has completed a planned program of teacher education which included appropriate work in both content and professional areas.

2. State departments of education should issue only temporary, emergency, or probationary certificates to teachers with less than five years of college or university preparation. For full certification, they should require five years of preparation.

RECRUITING PROSPECTIVE SECONDARY-SCHOOL TEACHERS

The secondary-school principal is in a crucial position in the recruiting of prospective secondary-school teachers. In the secondary-school, the principal and his faculty are in contact with the total group of young people from whom our future teachers must come. The principal has the responsibility for bringing to the attention of his students the attractiveness, the social significance, and the satisfactions of secondary-school teaching as a profession. The following considerations are suggested to the principal for discharging that responsibility:

1. The principal and his faculty should sponsor a chapter of the Future Teachers of America or some similar organization to help students learn about opportunities and challenges of teaching.

2. The principal and his staff should provide information concerning different aspects of teaching as a profession—importance of education in our society, preparation required, opportunities for advancement, salaries, and similar matters.

3. The principal and his staff should encourage attendance in teacher education institutions for only those of his pupils who have the intellectual ability, the leadership qualities, and the personality and character qualities that are generally recognized as desirable for those who are to work with boys and girls.

Curriculum Leadership By Secondary School Principals

CLIFF ROBINSON

THE PRINCIPAL is the nominal curriculum leader of his school even in the large system where there is specialized curriculum personnel. Many of the organizational details of the in-service activities of the school are his responsibility. Many districts do not have curriculum specialists, so the administration of the entire program rests with the superintendent and building principals. If the program is district-wide, then the superintendent or his assistant administers it. Frequently, curriculum-improvement programs are limited to a small number of teachers and may not involve more than one department at any one time. It is when the program is limited to a building unit, or even to a part of the building staff, that the greatest responsibility falls on the principal.

The high-school principal should have a background of training and experience that fits him for this responsibility. Even with the limited backgrounds of some principals and in spite of the accusations that have been leveled at some, other things being equal, they are probably better fitted and equipped than anyone else on the staff for leadership in this important area.

The principal has been elected by the school board to administer the school. By this act he has certain powers and responsibilities. At least, at the time of his election he had the confidence of the superintendent and the school board in his ability to administer all phases of the school program, including curriculum improvement. Subsequent action, however, may strengthen or weaken this initial confidence.

The principal must establish desirable relationships with and the professional respect of the staff as a whole and with as many individual staff members as possible. He is the one person in the school who has this responsibility. The desirable relationship and professional respect generally come from the principal's having, among other qualities, a warm regard for the teachers as human beings, an interest in their work, and a sympathetic understanding of their problems; also sharing with them their enthusiasm for the ideas in which they are interested and giving them support and security in times of trial. The professional respect of the staff for the principal is achieved through a number of sources and, in the final analysis, may most frequently be from a combination of factors. Some principals achieve the staff's respect and recognition as its

Cliff Robinson is Director of Secondary Education in the State Department of Education, Salem, Oregon; and a Member of the Executive Committee of the National Association of Secondary-School Principals.

professional leader because of their record of administrative accomplishment, some because of their administrative brilliance, and some perhaps because of their astuteness. Others win this respect because of the long hours given to their work, their complete devotion to it—almost as if it were an obsession. Still other principals have won the respect of their staffs because of the quality of their personalities.

The new principal is immediately confronted with the problem of securing the respect of his staff. The speed and degree with which he achieves it will determine to a large extent how successful he will be in working with his staff on meaningful projects and being an administrator in "deed" as well as in "title." If the desirable relationship is not established, the administrator may soon have to adopt a "do-nothing" policy of "school keeping" if peace and reasonable length of tenure is to be maintained.

Administration calls for objective analysis of one's abilities. Lack of experience can be offset to a considerable extent by good personality and hard work. Being a thoroughly nice person has seldom handicapped anyone. Better yet is a combination of all or almost all of the qualities necessary for administrative leadership. The inexperienced man who has limited ability and who frequently has problems of adjusting to other people will probably be happier eventually in other type of work.

Another reason why the principal should be the leader of the staff is that in some states he is the only one on the staff who meets legal requirements, such as possessing the proper administrative certificate. Occasionally, there are other requirements related to the adoption of textbooks and other instructional materials.

A final, and in some respects the most important, reason why the principal should be the leader of curriculum-improvement activities in the school is that he is in the best position to see the entire program of the school and to appraise what effect action of one segment of the program may have on the others. It has been pointed out earlier that the curriculum-improvement activities are likely to be limited to one department or only to a part of the staff. As a result, there are almost constant requests coming from one group or another for facilities and instructional materials, for students' and teachers' time, and for administrative leadership. The principal is the person in the most strategic position to weigh requests of this type and keep the variety of activities in proper balance.

FACTORS IN CURRICULUM IMPROVEMENT

There are a number of factors that a principal must consider when he and his staff undertake to improve the curriculum in his school.

First, the improvement program does not start from "scratch." Almost always a program is in existence which will have to be modified. Even the few prin-

cipals in recent years who have organized new schools have had to provide programs of study to meet graduation requirements as specified in most states and have had to provide rich backgrounds of tradition and understanding from which to draw freely for organizing their programs of study.

Within subjects there is little latitude for originality. There are the guides, courses of study, and subject handbooks prepared by committees of teachers and specialists for the state department of education. Also, state-adopted and locally adopted textbooks are determiners for a considerable part of the content of the subjects that are offered. As a result of the influence of all these factors, the curriculum change or curriculum study in a school may be little more than curriculum "reshuffling." Probably the ideal goal is "curriculum improvement." At least, it is hoped that results of such a program will be an improvement over the previous one.

Curriculum improvement, then, is very likely to be in the nature of starting with what is currently in operation; however, the responsibility of the principal is more than "just oiling the machinery" and seeing that everything goes as well as can be expected. If improvements are to be made, certain changes probably need to be effected, which bring us, then, to a second important consideration in the leadership of the principal—the need to be a good diagnostician.

A diagnosis should be made of the present program. It must be accompanied by an understanding of the principal and staff as to what kind of program should be offered by the school if it is to best serve the students. The determination as to what is the best kind of program may be exceedingly difficult. Sometimes school staffs have worked an entire year without reaching mutual agreement on goals or objectives and philosophy. It is important, then, that the development of mutual agreement in these areas not be permitted to "bog down" the activities of the staff and prove to be a dividing influence. They must be used as a force for uniting the staff through common understanding and common purposes.

Probably one of the best ways to diagnose the needs of the program is to use the *Evaluative Criteria* for the entire school followed by an evaluation by a visiting committee of selected educators. In some instances only portions of the *Criterial* may be used. The *Evaluative Criteria* provides an opportunity for the administration and the staff to work together on a project that is significant, and one which will have tangible results. The skills and understandings developed from working together prepare them for almost any type of study they may care to undertake in the future.

Another method by which the program may be diagnosed is to ask, "What does the public want?" This is a good "setting up" exercise for any staff. It is also strong in that it brings in lay participation, a necessary ingredient in any project along these lines. Some projects have met disaster because the non-participating members of the staff, the school board, patrons, and students were not properly informed.

Sometimes educators forget that there is a pattern of symbolism closely interwoven in the public schools. Such routine matters as report cards, grades, foreign languages, algebra, diplomas, committing certain passages to memory, and many others mean "high school" to some people. When policies pertaining to these items are changed or abolished some people believe that their children are being "cheated" or "shortchanged." The administrator should be out in front of his followers in his thinking, but not so far that they lose sight of him. He should keep informed all who have a stake in the school program.

There comes a time in curriculum development when the work must get under way. Organizing for curriculum development is the responsibility of the principal. After a long-range program has been determined, probably the next step is the time factor. Time as related to curriculum development has two aspects: first, the length of time needed to effect a change; and second, finding the time during a busy school year for staff work.

The first aspect—length of time needed to effect a change—is frequently the most difficult to put across. It is trying and almost contrary to human nature to take sufficient time to do a job well. But, whatever is worth doing in education is worth taking three, five, or sometimes ten years to accomplish. If it were not for the problems of teacher turnover and limited tenure of administrators, changes would probably be more worth-while and more enduring if the longer period of development were the rule.

In mentioning change, curriculum planners must remember and give consideration to the fact that it is inevitable. If change is not properly channeled, it may exercise a disconcerting influence on the programs of the best-organized schools.

The second aspect to time as it affects curriculum development is finding enough of it during the school year to get anything done. All too frequently ideas and plans are unrealistic because time is not provided for the work, which looked so good on paper or in the discussion stage, to be done. The principal has to be a realist and establish a balance between what "would be nice to do" and "what there is time to do."

There is no easy answer to this aspect of the time problem. It is known that teachers enjoy working on projects that are meaningful and in which they are interested. When this condition exists they seldom complain about having to spend so much time on extraclass activities. They are also surprisingly resourceful in finding sufficient time to get the jobs done. Certainly the first consideration is to undertake as an initial step only those projects in which the teachers have participated in planning and which they believe are meaningful to them. Having an interested and enthusiastic team solves part of the time problem, since teachers will be willing to devote considerable of their own time to the project.

Additional time may be had by rethinking "faculty meetings." Some are little more than reading announcements or stating policies which could be done almost as well through duplicated bulletins. If a major curriculum-improvement project gets under way, perhaps one half to three fourths of the time usually used for faculty meetings could be made available to the staff as a whole for working on the project, or be used by committees working on specific problems or issues.

It matters little whether the faculty meets before school, during the noon hour, or after school. Part of the time previously used for meetings can probably be more profitably spent if it were set aside for project work. If this is done, it is well for the principal to ask for written progress reports of the committee. These reports enable him to keep in close touch with the various groups and keep the committee to the task at hand by the necessity of having to reach some conclusions at each meeting. These reports also have a beneficial psychological effect upon the committee members, in that a large project which frequently appears to be overwhelming at the beginning begins to unfold into a series of understandable parts. Then, too, it is good mental hygiene to be able to accomplish something as one goes along, rather than to wait until the completion of the entire task.

Summer workshops and extension classes are possibilities for bringing part or all of the staff together for work. Nine-and-one-half and ten-month contracts with appropriate salary adjustments provide two weeks to a month of time which could be used by staff members for this type of work. Such time spent could be a wise investment of district funds.

Another consideration to aspects of time is the necessary committee organization. Probably of first importance is the role of the principal. It is not the teacher's job to promote curriculum development and long-range planning. It is the responsibility of the principal and his administrative superior. Also, there is a hierarchy in public school work that is established by law. Therefore, it seems that the principal must be an active participant in any curriculum work that is undertaken by the school. Active participation does not mean that it be arbitrary or dictatorial. It implies working together, each person making his contribution according to his abilities and competencies.

There may arise occasions when administrative veto will have to be exercised. This is seldom needed when there is complete understanding of all issues affecting the problem. Generally a group will rescind its action rather than necessitate an actual veto. Administrative leadership must "feed the mill" and be working all the time. Probably no one on the committee will work harder than the principal, since active participation rather than "pulling strings" is most advisable. The principal, then, should be careful to form only as many committees as he will have time to work with.

The next important ingredient of the committee is the choice of staff members. The nature of the project determines to a large extent which teachers should participate. The general rule is to include as many as are interested and to work toward broadening the participating base as much as is practicable. The teachers are part of the co-operative effort, and each is a full partner in contributing according to his or her abilities.

Laymen may or may not be invited. Here again the nature of the project determines to a large extent their participation. Ordinarily, they are not sitting around waiting to be invited. Considerable has been said about lay participation, and some writers suggest that laymen participate in almost every co-operative project of the school. Probably their greatest potential is in public relations and communication. Usually they have little to offer in the way of technical help. If education is a profession—and we like to believe it is—and if it includes understandings, skills, techniques—and we know it does—then it is no more logical to ask laymen to participate in technical, educational discussions and policy-making sessions than it would be for the American Medical Association to ask a group of laymen to help them determine some of their technical issues.

When it is decided to have lay participation—and on occasions it is desirable—invitations should be issued and care should be shown by the group leader to include the lay members in the co-operative endeavor of the committee and give them an opportunity to be heard. Sometimes lay participation involves little more than a "sitting and listening session" for them.

After the committee is organized it starts its work, and if the group has had no experience working together, some time is needed for exploring and practicing group techniques. An experienced group can be expected to attack its problems with a minimum of scrimmaging.

Considerable is being said about group dynamics and some staffs are adept in the techniques. Generally they work well on "mock-up" situations where the means are as important as the ends. The type of committee being discussed here puts more emphasis on the end product than the means by which it was attained. The implication is not that the latter is unimportant. Using acceptable means and providing for the "growth" of staff members is important, but producing something worth while may be more important.

With the production factor in mind, it is believed that best results will be obtained if a capable chairman presides at each meeting. He may or may not be the principal. Whoever serves should be a good parliamentarian, firm in keeping the issues to be resolved before the group, and adept at bringing out contributions from all participants.

The committee should not undertake too large a task. The scope of the problem should be within reason and one wherein there is a reasonable chance for success. It is also well to work from the simple to the complex. Do not tackle the complex problems first!

Have the committee avoid the use of formal terminology and "pedaguese." The success of the project is dependent to a large extent upon its acceptance by other staff members, students, school board members, and patrons. Communication is important. Also avoid the "massive production" idea. Some improvements each year are more within the time and energy limits of the staff and are more likely to be accepted.

It is also important for the committee to remember that the curriculum project on which it is working should not be organized so tightly that the teacher who uses it cannot follow her own initiative to some extent. Leave some leeway for the teacher just as good teachers leave some leeway for the student. It should also be remembered that teacher-student planning is valuable.

Committees should remember that curriculum has two aspects—offerings and methodology. Their work, then, should probably have as much of the "how" as the "what." It has been said that an administrator does not build a curriculum, rather he provides one. This emphasizes the importance of providing a sufficient number of staff members, sufficient time, and facilities and materials.

Any time that curriculum improvement is successful there arises the problem of credit. If it has not been successful no one likes to take the blame for its failure. Secondary-school principals should consider it as part of their professional maturity to give credit for the success of their project to the staff members. This would also be another time when some credit could be given to the principal's predecessor. This latter credit is something that is given too infrequently and it is badly needed by the profession. Not all administrators that leave their positions are rogues. Many have accepted positions of professional advancement. Some have built up morale in the school and have employed staff members and welded them together as a working unit so that a successful project could be completed one or two years later. Credit for leadership that pays the greatest dividends will be recognized in due time; generally it is more respected when coming from colleagues than when self-announced.

REPRINTS OF MAGAZINE ARTICLES ON THE STUDENT COUNCIL

IN RESPONSE to a growing number of requests for magazine articles dealing with the student council, we have had reprints made up of some of the best articles which have appeared in the last few years. There are about twenty in all, some old and some new, but all discuss some phase of the student council movement.

Price per packet, 50c

Order from

National Association of Secondary-School Principals
1201 Sixteenth Street, N. W., Washington 6, D. C.

The Curriculum Improvement Movement in Oklahoma

RAYMOND J. YOUNG

Most professionally minded persons who have worked in some phase of public education have ultimately been confronted with perplexing questions such as, "What am I actually accomplishing in the school I serve?" "How can I improve the existing educational experience for youth?" and "What elements of educational experiences are of most value or worth?" Questions such as these have plagued educators through the centuries, but inherent in the story of educational progress at all times seems to have been a conviction that something can be done by serious effort, study, and subsequent action to promote and continue the improvement of school experience.

Lessons from previous experience have indicated that an educational program which serves society and the individual effectively must continuously be in a process of re-examination and reconstruction. Great strides have been made since 1930 in studying, revising, improving, and experimenting with programs, accepting challenges, defending desirable features, and implementing changes designed to provide a more effective educational experience. These improvements have been more in harmony with the changing needs of society and youth, based upon scientific knowledge of how learning occurs, and concerned with what we know about the nature of the individual.

CRITICISMS EVIDENCE CONTINUED NEED FOR IMPROVEMENT

For a considerable time in recent years, the secondary schools of the nation have been in the spotlight of public attention. Both laymen and educators have become aware of certain weaknesses in them. Some of the most serious criticisms have come from within the ranks of the profession itself, and many of them are based on scientific studies. Laymen have voiced their criticisms through newspaper editorials, magazine articles, radio programs, and in other ways. Publications for laymen generally give prominence to topics of growing public interest. Scarcely a month elapses without one or more publications of national circulation giving attention to the schools and their strengths or deficiencies in

Raymond J. Young has served as Executive Secretary of the OSSCIC since its inception and is Associate Professor of Education, University of Oklahoma. Others providing leadership to improvement activities are: F. R. Born, Treasurer, Supervisor of Secondary Education, Oklahoma City; Harry Broad, Director, Principal Daniel Webster High School, Tulsa; Roy Daniel, Chairman, Principal Norman High School, Norman; and Stan Keas, Secretary, Assistant State Superintendent of Schools in Charge of Instruction.

serving adolescent youth. Magazines of this stature seldom allocate space to a movement unless popular demand for a subject is apparent. An examination of all periodicals published for lay consumption during the last fifteen years indicates a rapid increase in the total number of articles published about education and schools.

Educators have welcomed constructive criticisms designed to improve the schools, but they have detested irresponsible, unjust criticism made with malicious intent of destruction. A general consensus as to what the scope of reconstruction in the school program should be is seldom reached. On most issues, critics represent two extremes. Some favor discarding everything and starting anew, but others advocate a return to the status of fifty years ago. Oklahoma is no different from other states in having both types of vocal proponents. In attempting to improve the work and effectiveness of the school, it is imperative that care be exercised to prevent values secured through a long struggle from being cast lightly aside. Simultaneously, though, the requirements of society for a program to care for the additional changed educational needs must be met.

When secondary education is viewed in its true historical perspective, the evidence indicates there never has been a time when either professional educators or laymen were entirely satisfied. Throughout passing decades, some of the criticisms expressed during the establishment and development of the public secondary school have been retained and novel ones added until today, there are many. Recent increasing public interest in educational matters as reflected through the increasing magnitude of concern evidenced in literature for the layman is a healthy and wholesome sign.

Admittedly, there seems to be evidence of growing public concern that secondary schools are not sufficiently effective in terms of modern living. A reflection of this general opinion is to be found in the formation of the National Citizens Commission for the Public Schools, a legitimate worth-while organization. The increased frequency with which educators themselves are studying successful programs of curriculum improvement and planning the application of the processes to their own situations is evidence of their sensitiveness to certain deficiencies. Some of the criticisms are valid, but others are unfounded and unjust. The imperative need for improvement is further emphasized when it is realized that less than three fifths of all pupils entering high school remains to graduate, and that the average school level attained in the national population is about 8.4 grades. Only about 75 per cent of high-school-age youth enter high school.

SOCIAL CHANGE NECESSITATES NEED FOR CURRICULUM STUDY

As society changes, the needs of youth change, and thus the pattern of the school responsibility also changes. No program is useful that does not function to serve the most urgent demands thrust upon it by a dynamic civilization. Of

all the evidence which could be marshalled to indicate the tremendous and immense gap which today exists between man's scientific advancement and his social progress, the bombs that dropped during World War II and those that have recently been exploded at Frenchman's Flat, Nevada, proving grounds are the most vivid and grim reminders. Specialized technological progress has created tensions which make social lag increasingly acute. The curriculum has been tardy in adjusting itself to the times. Inertia, insecurity, or a reluctance to part with tradition have held the school to a program long after it has ceased to be effective. Social, political, and economic changes have recently assumed such proportions that educators are today attacking curriculum improvement with renewed energy. There is need for racial experience in organized subject matter knowledge to be applied to the development of behaviors needed in successful adjustment in the world of today and for citizenship in American democracy. Many educational leaders are freeing their school programs from obsolete concepts and practices and are adopting procedures designed to meet the vital needs of all youth for life as consumers of goods and services, producers, homemakers, parents, workers, and citizens. Attempts are being made to use subject content in the classroom as a means of producing behavioral change in desired directions in the learner, and its place in the curriculum is based upon the possible contributions it can make as a tool for promoting behavior modifications rather than as an end in itself for knowledge sake. This task has presented a challenge and an opportunity to educational leaders for some time.

PREVIOUS CURRICULUM IMPROVEMENT ATTEMPTS

Attempts to improve the curriculum were first stimulated by the concerns and pressures of institutions of higher learning to assure that the product of the secondary school knew certain things believed to be necessary for successful college work. Later, additional stimulation came from demands of the business and industrial world. Improvement was strictly an individual isolated school matter of conforming to certain outside pressures. It wasn't until after the first quarter of the present century that improvement activity on an area, regional, or state basis became a concern of responsible leaders. Many earlier attempts to bring about improvement consisted in the preparation and distribution of courses of study for various grade levels and subject matter areas. This approach has generally been found to be of most value to those few persons who worked in the preparation of the guides and courses of study and of questionable value or sometimes of negative value to persons to whom they were distributed.

RECENT CURRICULUM IMPROVEMENT ACTIVITIES

During the past fifteen years, curriculum improvement efforts on an area, regional, or state basis have increased, but the nature of the approach has

changed. Formerly, action was predicated on the assumption that a few representatives of educational interests could prepare materials offering answers and solutions to problems which they had identified and hand them down to local school systems and classrooms. More recent efforts have been designed to stimulate, promote, and sponsor activities which would cause local school faculty groups to learn the techniques and procedures of co-operative concerted group identification, study, analysis, and action in attacking local school problems. Also, certain technical and consultant type services have been made possible through widespread joint participation and effort of educators on an area, regional, or state basis.

THE OKLAHOMA CURRICULUM IMPROVEMENT MOVEMENT

Oklahoma is among those several states where curriculum improvement became such a concern of public school men that many of them banded together to motivate a curriculum improvement effort on a state-wide basis. Since the approach to this problem is different in some respects from that in other states, and since out of our experience certain things have become evident which might be of interest to others interested in such activity, the story concerning the establishment and work of the Oklahoma Secondary School Curriculum Improvement Commission, Inc., follows.

It was during the National Convention of the National Association of Secondary-School Principals in Cincinnati, Ohio, in 1952 that plans were discussed by a delegation of Oklahoma representatives to devote the spring state convention of secondary-school principals to a proposal for a curriculum improvement conference. The idea of a state-wide curriculum improvement project was discussed at considerable length by the members of a well-attended meeting. The principals enthusiastically approved the idea and authorized the executive committee of the Oklahoma Secondary-School Principals Association to activate the program and further spell out the specifics of the general accepted proposal. After considerable study and thought, a co-ordinating committee for curriculum improvement was appointed consisting of nine secondary-school principals representing each of nine Oklahoma Education Association districts, the assistant state superintendent of education in charge of instruction and director of the Division of Secondary Education; the president, treasurer, and co-ordinator of the Oklahoma Secondary-School Principals Association; two members-at-large consisting of the assistant superintendent of schools in Oklahoma City and the principal of Daniel Webster High School in Tulsa; and one consultant each from the secondary education division of Oklahoma A & M College, and the state University.

After a considerable number of meetings and careful study involving many persons during 1952 and the spring of 1953, the co-ordinating committee, after changing its name to the Oklahoma Secondary-School Curriculum Improvement

Commission, considered and worked out definite organizational plans and became incorporated. The Oklahoma Education Association provided an equipped office space. On June 1, 1953, an executive secretary was obtained from Oklahoma A & M College. He was a faculty member, released on a half-time basis upon request from the principals.

BASIC WORKING ASSUMPTIONS

Early in the planning, certain working assumptions were adopted which were to serve as a basis for later planning and action. They have also been continuously suggested for consideration of each local school faculty as being basic for effective study. They were:

Curriculum development is a continuous process.

Curriculum improvement is concerned primarily with changes in individuals.

A program of curriculum improvement in any school must start where the school is and with what it has.

Change in behavior of individuals is a slow, gradual process as a result of firsthand experience through active participation in a purposeful and meaningful endeavor.

Only local citizens, locally employed school personnel, and local pupils can effectively change the secondary-school program. Effective curriculum improvement is a *grass roots* job.

The school curriculum consists of all the experiences a pupil has under the guidance of the school.

Curriculum improvement is intimately related to teaching-learning situations.

Changes in relationships among staff members must precede changes in form and structure. Relationships among all participants in curriculum study must be maintained strictly along democratic lines. To approach the problem of developing a curriculum to prepare youth for living in a democracy by other than democratic methods is inconsistent. Not only must channels be provided for securing the opinions of laymen, non-teaching staff members, and pupils, but their opinions must also be utilized and respected.

Initiative in school-community curriculum study must come from the school staff under the leadership of the principal and with the active co-operation of the local board of education.

Local efforts at curriculum improvement will be more effective if they enlist the support of respected representative laymen, for there are enough competent persons in every community to effect any needed curriculum change provided they become, through participation, sufficiently aroused to the needs for change.

Basic studies such as those sponsored by the Commission should provide the facts necessary for arousing people to action.

Continuous efforts to ascertain the extent to which clearly defined objectives are being attained must be an integral part of effective curriculum development.

Creative curricular study and experimentation will not occur in an atmosphere where teachers, administrators, and supervisors do not recognize, admit, and talk about jobs they are having trouble with as well as what they do well.

The greatest single deterrent to curriculum change is a feeling of insecurity on the part of teachers and administrators who find themselves cast in an unfamiliar role. Leadership seeking to encourage experimentation must seek to shift the focus of attention from one of "teacher" and "teaching" to that of "learner" and "learning."

The best possible curriculum provides all youth with experiences which meet the basic needs of the individual, the demands of society, and which are based upon the scientific knowledge of how learning occurs and the nature of the individual.

Although consultants may assist in helping to determine and delimit basic studies, in interpreting data and in setting up educational programs to meet needs, they cannot solve anyone's problems or propose a panacea for anyone's situation.

OBJECTIVES OF THE OSSCIC

In addition to basic working assumptions, consideration was given to the objectives which were to be sought. After a number of meetings conducted at different locations throughout the state and involving many persons, it was ultimately agreed that the Commission should work to:

1. Co-ordinate and to utilize more fully the resources of diverse lay and professional agencies and groups for improving secondary education.
2. Promote, stimulate, and conduct research studies pertinent to basic educational problems in Oklahoma on a local and state level which would lead to curriculum improvement.
3. Serve as a clearinghouse and central agency for collecting, publishing, and distributing materials and other resources for Oklahoma schools.
4. Assist in securing consultant service to participating schools.
5. Promote meetings, conferences, workshops, *etc.*, designed to effect curricular improvement in Oklahoma secondary schools.
6. Enlist and encourage all secondary schools of the state to participate in a state-wide program of curricular improvement.
7. Encourage broader participation of interested local community groups in improving the local school program.
8. Foster improvement of school-community relations.
9. Establish closer working relationships with institutions of higher learning.
10. Promote improved understanding and harmonious working relationships with each other on the part of various lay and professional groups interested in secondary education.
11. Promote a concerted and unified effort of various interested groups in sponsoring activities designed to provide for curricular improvement.
12. Encourage maximum utilization of the skill and understanding of teachers in solving local school problems.
13. Assist in interpreting to the general school public the nature of the problem confronting Oklahoma secondary schools in providing adequate education for all youth through grade twelve.
14. Keep members of participating schools informed about what is happening in curriculum study and improvement in Oklahoma and elsewhere through publications and meetings.

PROCEDURES FOR INITIATING IMPROVEMENT ACTIVITIES

After the executive secretary opened the office two years ago, a careful search was made of periodical literature published since 1940 for evidences of places where curriculum improvement projects had been initiated on an area, regional, district, or state basis. This served to provide names and places connected with recent curriculum improvement activities where information and materials could

be obtained regarding procedures used elsewhere in initiating curriculum study with a view toward improvement. Attempts were made also to identify the elements characteristic of successful and unsuccessful attempts to provide for curriculum study and improvement on an area basis. Materials and information were subsequently requested from sources revealed by the investigation, and additional contacts were made with other states not mentioned in the literature to ascertain if additional information was available.

To obtain firsthand information relative to successful operation of a curriculum improvement program, the executive secretary visited and interviewed persons at the University of Illinois responsible for the materials, direction, and organization of the program there. Public school personnel were also interviewed in that state. Although the Commission realized that the program in Oklahoma could not be patterned after that of any other state, ideas and helpful suggestions based on others' experience were useful to the development of the local program for curriculum study and improvement. Later, on invitation from helpful interested colleagues in Illinois, several high-school principals, a member of the Oklahoma State Department of Education, and a faculty member of the University of Oklahoma attended a curriculum improvement workshop in southern Illinois where they mingled freely with school people seeking information and assistance. Incidentally, this was probably one of the most significant activities which contributed to the development of the work in this state.

Once information had been obtained regarding experiences elsewhere, an advisory committee was constituted which included representatives from each state teachers or denominational college, both white and Negro, the Oklahoma Congress of Parents and Teachers, the School Boards Association, all members of the Secondary Education Division of the State Department of Education, and most of the subject field divisions of the Oklahoma Education Association. The advisory committee has assisted in developing plans for action and in the review of study activities underway.

Conferences were conducted in various areas over the state to develop general orientation and understanding concerning the work of the Commission to that date and for the purpose of obtaining reactions from the "grass roots" concerning needs of local schools and to help in developing plans for further action. All school principals and/or superintendents in the state were invited to attend at least one of these meetings conducted by the representative from that area to the Commission with some other member of the Commission, the State Department of Education, or one of the consultants present.

Information received pointed up the need for identifying areas of common agreement concerning what might be done, ways of proceeding, and suggestions for various ways study activities might be initiated by participating schools. This co-operatively developed guide entitled, *Guide for the Improvement of Curriculum in Oklahoma Secondary Schools* has been printed by the State Depart-

ment of Education and widely used in the participating schools of the state. Parts of it were designed to offer suggestions about how an interested faculty might get "off first base" in initiating a study activity.

GETTING LOCAL SCHOOL ACTION STARTED

Between certain specified times in the fall of 1953, participating school principals were asked to organize local faculties into small work groups and proceed co-operatively to identify problems and concerns related to the curriculum in their respective schools. Simultaneously, the Commission offered three suggested alternatives as courses of action that a school might wish to take in developing faculty interest, understanding, and ideas about what action might be followed in initiating a local study. They were: (1) to participate in a holding-power study, (2) to evaluate at least the program of studies and the extracurricular program of the school, or (3) to organize for co-operative identification of problems of concern to be explored within the school. This was followed by a two-day state-wide workshop for the purpose of identifying problems of common concern among the schools and to assist school faculties wishing to select one of the three alternative courses of action. College representatives met simultaneously to consider the role of the consultant and how a consultant might make the greatest contribution as a resource person. This was felt necessary because of the anticipated needs for consultant service for schools.

TYPES OF ACTIVITIES PROMOTED

Since the initial activity, two four-week curriculum improvement leadership training workshops—jointly staffed and sponsored by the Commission, the State Department of Education, the University of Oklahoma, and Oklahoma A & M College and conducted on the campus of both major institutions—have been held. Teams of supervisory and administrative personnel were urged to attend, and approximately one hundred persons attended one or more of the workshops. Four two-week curriculum improvement workshops—each conducted by a different staff but jointly staffed by members of the local college, the State Department of Education, and, in some instances, a public school administrator—were planned for the campuses of three state teachers colleges and the university during the summer of 1955. The local Conference of Christian and Jews and the Southern Education Foundation have co-operatively participated in making workshop activities a success. The Commission has participated and co-operated with many groups in planning and conducting conference and workshop activities related to curriculum improvement.

A periodic publication of the Commission entitled, *Ventures in Education*, was established to disseminate ideas about study activities and promising practices in Oklahoma secondary schools. The distribution of this organ has served to stimulate ideas in schools looking for ways to begin study activities about

what can be done and procedures used by schools in initiating study activities. Several follow-up evaluations of workshop activities and of what was being done in the participating schools have revealed that holding-power studies, community attitude studies, youth needs and problems studies, evaluation studies of the program of studies and extraclass activities, citizenship education and co-operative faculty study of the objectives of the school in terms of child growth and development have been underway. Many schools organized co-operative study of the ideas contained in the *Guide* as a means of learning to think and work together. A state-wide status study of the extraclass activity programs has been conducted as a basis for further development of materials which would provide local school faculties assistance in studying their own program. The Citizenship Education Program has recently been anchored with the Commission, and schools are being invited to consider this area as a fruitful one for study.

PARTICIPATION REQUIREMENTS AND SERVICES PROVIDED

Participation by schools is voluntary, and a school may participate to the extent it considers the program to be beneficial. All Oklahoma secondary schools—public, parochial, separate, and private—were invited and encouraged. All or some of the secondary schools within a school system may participate, but each school unit under a principal has been considered a separate unit for Commission purposes. Requirements for participation of each school unit include official approval by the superintendent and the local board of education, interest in the program evidenced on the part of faculty members, and the payment of an annual fee in the amount of five dollars minimum plus one dollar per teacher above five teachers teaching in grades 7 through 12, provided the fee for any school will not exceed fifty dollars.

Although at the beginning of the first year it was thought that, if as many as thirty or forty schools would participate a fine beginning would be made, there were 133 schools representing about eighty per cent of all Oklahoma youth participating at the close of that year. Continued interest and concern has been evidenced. This seems to be an indication that many persons are vitally concerned about improving experiences for youth of the state.

The Commission has offered both technical and consultant services to participating schools. Technical services include the development of study materials and the provision of IBM service. Consultant service has been related to methods of proceeding to initiate study activities, the proper conduct of studies, and the analysis of data.

EVALUATION

A mere, but significant beginning has been made. State convention meetings formerly devoted to hearing a speaker have been converted into group study activities and reports of curriculum improvement activities. Many organizations

and agencies have focused their attention upon curriculum improvement. Members of the State Department of Education have organized study and leadership training activities designed to help them become more effective as consultants. Relationships among institutions of higher learning have improved as representatives work co-operatively on problems of common concern.

From our limited experience it is thought that some of the greatest weaknesses in the activities to date have been the failure to involve the advisory committee more extensively and to broaden the membership on it. Limiting the activities to only the secondary-school level has also been a limiting factor, but it has served as a starting point, and perhaps soon the elementary schools can be included in the program. The network of consultant service has not been fully developed. More small area conferences would provide for a more effective sharing of ideas and experiences. The involvement of school superintendents has been on an altogether too limited basis, for, unless they are widely involved and do participate in the activities, a very important element necessary for success has been lost. Their participation is imperative. Adequate finance has not been obtained although the State Department of Education, each major institution of higher learning, the O.E.A., and many persons have made valuable contributions of facilities and services.

It has been learned that when someone desires to initiate a project of curriculum improvement by prestige of his position, any attempt to force a program upon a local staff is quite certain to prove unsuccessful. Some of the schools have provided time on school time for important study activities, but nothing too significant happens when teachers already carrying a full teaching load originally designed to consume their energies are expected to do all the extra things on their own time which are necessary in any program of study. There is extreme danger in hastily plunging teachers into the solution of a problem before sufficient orientation, exploration, and study or in hurrying unseasoned solutions and change without being prepared to cope with the difficult blocks which inevitably develop.

40th Annual Convention

OF THE

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Saturday, February 25—Wednesday, February 29, 1956

Conrad Hilton Hotel

Chicago, Illinois

Make Your Plans Now To Attend

Is Transfer of Training Still a "Bug-a-Boo" in Educational Circles?

RUTH R. DUGAN

FOR THE last twenty or so years the term, "transfer of training," has been a very naughty expression among a cloistered circle of professional educators. Students by the hundreds have left their educational psychology courses with the utmost contempt for the concept of transfer of training. They have finished these courses armed with very impressive educational studies showing that the acquisition of skills in one subject field will have very little carry-over value in other subject fields.

True, these students are justified when they ridicule the concept by saying, "Old-time educators had to justify Latin, Greek, geometry, and other so-called "mental-discipline" studies in the curriculum in some way. After all, Latin was once the scholar's language—and no one could be educated without it as a fundamental skill. Later on, it lost that important place in the curriculum, and its retention in the curriculum was vindicated by the belief that general mental training resulted from the study of such disciplinary subjects as Latin. These old-timers knew so little about learning and the nervous system that they believed that the brain was like a muscle—the more you exercise it, the more agile it becomes. Thorndike's¹ studies proved this theory false."

Yes, students and educators are justified when they reject the idea that certain subjects deepen neural pathways and that abilities in Latin and Greek have influence upon abilities in English. But there would be absolutely no value in formal education if there were no transfer of training!

Most of the learning investigations of the last twenty years have done very little in constructive research in this most vital area. Educators, on the whole, have missed the most significant factor in education. It has been inferred in all their teaching objectives since the seven cardinal principles of education.² "Teach things that are functional. Teach things that meet the needs of the student. Teach things that will help the student live effectively in his environment. Teach things that make each individual responsible for reconstruction in his environment."

¹ E. L. Thorndike, "Mental Discipline in High School Studies," *Journal of Experimental Psychology*, 1924, 13:1-22, 83-98.

² *Cardinal Principles of Secondary Education*, U. S. Office of Education, Bulletin No. 35, 1913.

Ruth R. Dugan is Dean of Women in Seton Hall University, Newark, New Jersey.

Can we offer each and every experience that the student will meet and help him to solve *all* problems that will come up for the rest of his life? Ridiculous, of course. We can only teach broad patterns of behavior in the limited time we have him in school and hope for transfer of training to every-day situations! We can only hope that he learns a way of life, and he applies what he learns to daily living. To be more specific, we hope that, instead of becoming a "walking encyclopedia" of the *facts* he has learned in school, he knows how to obtain information when the need arises. We hope that he comes out of our science courses, again, not as a "textbook" of scientific facts, but as a person with the ability to recognize facts from assumptions, with a scientific method of doing things and a scientific attitude. We hope that he leaves our English classes with an ability to communicate his ideas to others—not as an expert in diagraming sentences. We hope that he will accept his responsibility as a citizen in a democracy after his courses in history and civics. We don't want him to be an almanac of dates. All of these specific objectives infer a transfer of training from our subject fields to life situations. If we once recognize the importance of this concept, we realize that constructive investigation in *how* better to achieve this transfer is a vital necessity.

There has always been a minority of educators who have clung with tenacity to a belief in transfer of training. They have doggedly investigated the various phases of the problem and have come up with results that will point the way and will be the guiding light to a new crop of awakened educational researchers. They have found that just *hoping* for transfer of skills, understandings, or attitudes from one experience to another will not achieve it. Teachers have to teach *for it*! For example, in a language study³ on transfer of training, it was found that the teaching of Latin does not effect a gain in English vocabulary unless the teacher uses a method that "teaches for transfer"—unless she repeatedly points out and draws analogies between Latin derivatives and English words. But when she does teach for transfer, she achieves it.

Many educators have pointed out that a course in English word study would more effectively achieve the goal—and they are right. But there are many things that cannot be taught directly. As was pointed out earlier, all needs and experience of each and every student cannot be predicted and, if they could, it would be impossible to include them in the curriculum. This study was used as an example for it was one of the first to point the way to more effective transfer from one experience to another.

A question arises when we consider some of the assumptions we have generally accepted in our teaching methods. For example, we have always taught grammar, hoping that transfer in English composition would occur. Many

³ R. I. Haskell, A Statistical Study of the Comparative Results Produced by Teaching Derivation in the Ninth-Grade Latin Classes and the Ninth-Grade English Classes of Non-Latin Pupils in Four Philadelphia High Schools. Ph.D. Thesis, University of Pennsylvania, 1925. 139 pp.

experts are doubtful that this happens. Some pilot investigations show very little correlation between ability in English grammar and ability in written and spoken English. In fact, there seems to be more correlation between ability in English grammar and in mathematics. This suggests that an improved method of teaching English grammar—a less formal and more functional method, one aimed directly at improvement of written and spoken English, one that makes use of an analysis of the student's own errors in English—might achieve a better transfer.

In science, studies⁴ have shown that there is very little transfer of scientific method and scientific attitude from science courses (as they are usually taught) to every-day living. Students who have studied science retain just as many misconceptions, superstitions, and unfounded beliefs about scientific phenomena as students who have never had science courses.

A few pioneers in the field of science education have experimented in transfer of training studies⁵ and have come forth with evidence that shows science teachers that they can hope for transfer of scientific attitudes and scientific method of thinking if the transfer is "taught for." If a method is utilized that points out the fallacies in many of the misconceptions, if students are encouraged to collect examples of false advertising and health superstitions that effect their buying and health care, and if students are taught to pick out facts from inferences or assumptions, we can hope for transfer.

Seen in this new light, transfer of training becomes the most significant concept in education. As soon as the implications are fully realized by educators on the whole, the much needed constructive research on *how* to achieve transfer will be set in motion. Emphasis rests *first* upon the recognition of worth-while goals of transfer and *second*, and much more important, in research on directed methods to meet these goals.⁶

It is time for American educators to wake up. The early Soviet educators were quick to adapt the best of our educational thinking while we tried to resolve our traditional concept of education with our newer philosophies and knowledges of learning psychology. Somewhere along the line, we fell in the mire, and are still struggling. We cling to the old while we recognize the worth of the new. The Soviets used our project methods and functional edu-

⁴ Gerhard Lundeen, and Otis W. Caldwell, "A Study of Unfounded Beliefs Among High-School Seniors," *Journal of Educational Research*, 22: 257-273, Nov. 1930.

Lynn L. Ralya, and Lillian L. Ralya, "Some Misconceptions in Science Held by Prospective Elementary Teachers," *Science Education*, 22:244-251.

Rosalind Zapf, "Relationship Between Belief in Superstition and Other Factors," *Journal of Educational Research*, 38:561-579, Apr. 1945.

⁵ F. D. Curtis, *Some Values Derived from Extensive Reading of General Science*, Teachers College Contributions to Education, 1924, No. 163, 142 pp.

O. Y. Vielund, "The Elimination of Superstitions in Junior High-School Science," *Science Education*, 24:93-99, Feb. 1940.

⁶ Sidney L. Pressey and Francis P. Robinson, *Psychology and the New Education*, New York: Harper Bros., 1944, p. 598.

tion while we were just thinking about it. Their educational system was achieving critical, independent, and creative thinking. A dangerous thing for a Communist! As one prominent educator states,⁷ "The educational practice of the school did not square with the practice of the state. Such educational outcomes are highly desirable in a democracy, but not for an autocratic state like Russia, and, in 1934, Russia adopted a traditional type of education with emphasis upon textbooks, lectures, and memorization of facts."

Their schools are now turning out the puppets the State desires! Here in America, we want men and women who can think critically, who can apply skills, knowledges, understandings, and attitudes from one experience to another. Let's do something about it!

⁷ Nelson L. Bossing, *Principles of Secondary Education*, New York: Prentice Hall, 1949, pp. 164-165.

RULES FOR RELEASING PUPILS

GENERAL rules of procedure to be followed in granting special requests to release children from school have been prepared by a joint committee of the National Education Association and the American Medical Association. Designed as a guide for school administrators and teachers, the suggested rules outline the school's responsibility for each child, the conditions to be met before granting special requests to dismiss the child, and other precautions to safeguard pupils during school hours. For further information on "Suggested Procedures for Releasing Children from School," write to the American Association for Health, Physical Education, and Recreation, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.

PTA CITIZENSHIP GUIDE

MAKING *Democracy Live in Your Community*, the findings of a workshop of the Texas Congress of Parents and Teachers, has been published as a guide to community action to strengthen citizenship in all of its phases. This book was prepared by more than 100 representative parent-teacher workers under the direction of Dr. C. L. Yarbrough, State Citizenship Chairman and former members of the National Commission on Safety Education. The guide contains practical suggestions for types of programs as well as adequate material for discussion, speeches, and program planning. Steps in planning, organizing, and putting into action the citizenship program are also suggested. Among the opportunities for building better citizenship in the community are listed government, recreation, and safety. Also included are sources of additional information.

Qualifications for Secondary School Teachers of Modern Foreign Languages

WILLIAM R. PARKER

IT IS vitally important that teachers of modern foreign languages be adequately prepared for a task which more and more Americans are declaring essential to the national welfare. Though a majority of the language teachers in our schools are well trained, many have been poorly or inadequately prepared, often through no fault of their own. The persons listed below, therefore, present this statement of what they consider the minimal, good, and superior qualifications of a secondary-school teacher of a modern foreign language.

The group regrets that the minimum here stated *cannot yet* include real proficiency in the foreign tongue or more than a superficial knowledge of the foreign culture. It must be clearly understood that teaching by persons who cannot meet this minimal standard will not produce results which our profession can endorse as making the distinctive contribution of language learning to American life in the second half of the twentieth century.

The lowest level of preparation is not recommended. It is here stated only as a point of departure which carries with it the responsibility for continued study and self-improvement, through graduate and in-service training, toward the levels of good and superior preparation.

Those who subscribe to this statement hope that the teacher of foreign languages (1) will have the personal qualities which make an effective teacher; (2) has received a well-balanced education, including a knowledge of our own American culture; and (3) has received the appropriate training in professional education, psychology, and secondary-school methods. It is not our purpose to define further these criteria. We are concerned here with the specific criteria for a teacher of modern foreign languages.

1. AURAL UNDERSTANDING

Minimal—The ability to get the sense of what an educated native says when he is enunciating carefully and speaking simply on a general subject.

Good—The ability to understand conversation at average tempo, lectures, and news broadcasts.

Superior—The ability to follow closely and with ease all types of standard speech, such as rapid or group conversation, plays, and movies.

William R. Parker is Executive Secretary of the Modern Language Association of America, 6 Washington Square, North, New York City.

Test—These abilities can be tested by dictations, by the *Listening Comprehension Tests* of the College Entrance Examination Board—thus far developed for French, German, and Spanish—or by similar tests for these and other languages, with an extension in range and difficulty for the superior level.

2. SPEAKING

Minimal—The ability to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation readily understandable to a native.

Good—The ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Superior—The ability to approximate native speech in vocabulary, intonation, and pronunciation (e.g., the ability to exchange ideas and to be at ease in social situations).

Test—For the present, this ability has to be tested by interview or by a recorded set of questions with a blank disc or tape for recording answers.

3. READING

Minimal—The ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.

Good—The ability to read with immediate comprehension prose and verse of average difficulty and mature content.

Superior—The ability to read, almost as easily as in English, material of considerable difficulty, such as essays and literary criticism.

Test—These abilities can be tested by a graded series of timed reading passages, with comprehension questions and multiple-choice or free-response answers.

4. WRITING

Minimal—The ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations, and the ability to write a short, simple letter.

Good—The ability to write a simple "free composition" with clarity and correctness in vocabulary, idiom, and syntax.

Superior—The ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

Test—These abilities can be tested by multiple-choice syntax items, dictations, translation of English sentences or paragraphs, and a controlled letter or free composition.

5. LANGUAGE ANALYSIS

Minimal—A working command of the sound patterns and grammar patterns of the foreign language, and a knowledge of its main differences from English.

Good—A basic knowledge of the historical development and present characteristics of the language, and an awareness of the difference between the language as spoken and as written.

Superior—Ability to apply knowledge of descriptive, comparative, and historical linguistics to the language-teaching situation.

Test—Such information and insight can be tested for levels 1 and 2 by multiple-choice and free-response items on pronunciation, intonation patterns, and syntax; for levels 2 and 3, items on philology and descriptive linguistics.

6. CULTURE

Minimal—An awareness of language as an essential element among the learned and shared experiences that combine to form a particular culture, and a rudimentary knowledge of the geography, history, literature, art, social customs, and contemporary civilization of the foreign people.

Good—Firsthand knowledge of some literary masterpieces, an understanding of the principal ways in which the foreign culture resembles and differs from our own, and possession of an organized body of information on the foreign people and their civilization.

Superior—An enlightened understanding of the foreign people and their culture, achieved through personal contact, preferably by travel and residence abroad; through study of systematic descriptions of the foreign culture; and through study of literature and the arts.

Test—Such information and insight can be tested by multiple-choice literary and cultural acquaintance tests for levels 1 and 2; for level 3, written comments on passages of prose or poetry that discuss or reveal significant aspects of the foreign culture.

7. PROFESSIONAL PREPARATION¹

Minimal—Some knowledge of effective methods and techniques of language teaching.

Good—The ability to apply knowledge of methods and techniques to the teaching situation (e.g., audio-visual techniques) and to relate one's teaching of the language to other areas of the curriculum.

Superior—A mastery of recognized teaching methods, and the ability to experiment with and evaluate new methods and techniques.

Test—Such knowledge and ability can be tested by multiple-choice answers to questions on pedagogy and language-teaching methods, plus written comment on language-teaching situations.

¹ Note the final paragraph of the prefatory statement.

The foregoing statement was prepared by the Steering Committee² of the Foreign Language Program of the Modern Language Association of America, and was subsequently endorsed for publication by the MLA Executive Council, by the Modern Language Committee of the Secondary Education Board, by the Committee on the Language Program of the American Council of Learned Societies, and by the executive boards or councils of the following national and regional organizations: National Federation of Modern Language Teachers Associations, American Association of Teachers of French, American Association of Teachers of German, American Association of Teachers of Italian, American Association of Teachers of Spanish and Portuguese, American Association of Teachers of Slavic and East European Languages, Central States-Modern Language Teachers Association, Middle States Association of Modern Language Teachers, New England Modern Language Association, Northeast Conference on the Teaching of Foreign Languages, Northwest Conference on Foreign Language Teaching, Philological Association of the Pacific Coast, Rocky Mountain Modern Language Association, South Atlantic Modern Language Association, and South-Central Modern Language Association.

² Theodore Andersson, Assoc. Prof. of French and Assoc. Dir., Master of Arts in Teaching Program, Yale Univ.; Josephine Bruno, teacher of modern languages, Medford (Mass.) High School, representing the Amer. Assoc. of Teachers of Italian; Stephen A. Freeman, Vice Pres. of Middlebury College, Dir. of the Middlebury Summer Language Schools, Pres. of the National Federation of Modern Language Teachers Associations; Renee J. Fulton, Administrative Assistant, Bureau of Curriculum Research, New York City Board of Education, representing the Amer. Assoc. of Teachers of French; Claude P. Lemieux, Prof. of Russian, U. S. Naval Academy, Sec.-Treas. of the Amer. Assoc. of Teachers of Slavic and East European Languages and representing this Association; Albert H. Marckwardt, Prof. of English, Univ. of Michigan, member of the Committee on the Language Program of the Amer. Council of Learned Societies; Bayard Q. Morgan, Prof. Emeritus of German, Stanford Univ., former editor of the *Modern Language Journal*; Werner Neuse, Prof. of German and Dir. of the German School, Middlebury College, Pres. of the Amer. Assoc. of Teachers of German and representing this Association; Howard Lee Nostrand, Prof. and Executive Officer of Romance Languages, Univ. of Washington; Donald D. Walsh, Head of the Spanish Dept., The Choate School, editor of *Hispania*, representing the Amer. Assoc. of Teachers of Spanish and Portuguese.

MATHEMATICS TEACHERS' MEETING

A YOUTH forum on "Why Should I Study Mathematics?" will be one of the highlights on the program when the National Council of Teachers of Mathematics holds its sixteenth Christmas meeting in Washington, D. C., Dec. 27-29, 1955. Sessions will be held in the Sheraton-Park Hotel. Other special program features include a series of "Here's How I Do It" sections, the showing of mathematics films and filmstrips, mathematics laboratories, and discussions of the new techniques in the teaching of mathematics. Features speakers include Raymond J. Seeger of the National Science Foundation, who will discuss "The Mathematical Sciences and the Problem of Manpower"; and H. P. Ettlinger of the University of Texas, who will speak on "Mathematics as a Profession." Special sight-seeing and educational tours have been arranged for conference participants to the U. S. Naval Ordnance Laboratory, the Census Bureau, Bureau of Standards, as well as to some foreign embassies, government buildings, monuments, and memorials.

Median Teacher Loads for Junior High Schools Based Upon the Revised Douglass Teaching Load Formula

HARL R. DOUGLASS and JACK L. ROWE

IN THE December, 1954, issue of *The Bulletin of the National Association of Secondary-School Principals* were published the results of a study¹ by Harl R. Douglass and Kenneth L. Noble, which established revised norms for teacher loads for six-year high schools, four-year high schools, and three-year senior high school. In the present study an attempt has been made to establish teacher load norms for junior high schools. The revised Douglass teaching load formula was used in this study, and it is reproduced here for the convenience of those who may wish to use it in computing teachers loads in their own school:

$$TL = SGC \left(CP - \frac{Dup. + NP - 25CP}{100} \right) \left(\frac{PL + 50}{100} \right) + .6 PC \left(\frac{PL + 50}{100} \right)$$

TL = units of teaching load per week.

SGC = subject grade co-efficient—given in Table I.

CP = class periods spent in classroom per week.

Dup = number of class periods spent per week in classroom, teaching classes for which the preparation is very similar to that for some other section (not including the original sections.)

NP = number of pupils in classes per week.

PL = gross length in minutes of class period (does not include passing time.)

PC = number of class periods or their equivalent spent per week in co-operative duties, such as supervision of study halls, student activities, teachers' meetings, committee work, assisting in administrative or supervisory work or other extraclass responsibilities.

The median junior high-school teacher loads found in this study were based upon the calculation of 2,656 teachers representing 96 junior high schools of grades 7, 8, and 9. The junior high schools were representative schools from twenty states and for purposes of convenient classification were grouped into

¹ This study was made possible by a grant from the Research Council of the University of Colorado, Boulder, Colorado.

Harl R. Douglass is Director of the College of Education, University of Colorado, Boulder, Colorado.

Jack L. Rowe is a graduate research assistant at the University of Colorado and is on sabbatical leave from Bakersfield College, Bakersfield, California, where he is an instructor in engineering mathematics.

TABLE I. SUBJECT GRADE CO-EFFICIENTS

Subjects	Grade Levels		
	7th and 8th	9th	10th, 11th, 12th
English	1.0	1.1	1.1
Art	1.0	.9	1.0
Home Economics	1.0	1.0	1.1
Music	.9	1.0	1.0
Mathematics	1.0	1.0	1.0
Agriculture	—	—	1.3
Industrial Arts	.9	.9	1.0
Physical Education	.8	.9	.9
Health	.9	1.1	1.2
Commerce	1.0	1.0	1.0
Social Studies	1.0	1.1	1.1
Foreign Language	1.0	1.0	1.0
Science	1.0	1.1	1.1
Core Curriculum	1.0*	1.1*	—

* All the core curriculum classes were predominately English and social studies so the subject grade co-efficient for English and social studies were used.

four different sizes. Small schools were those having seven to fifteen teachers; medium schools, sixteen to twenty-five teachers; middle-sized schools, twenty-six to thirty-five teachers; and large schools with more than thirty-five teachers. (Actually the number of teachers in these large schools ranged from thirty-six to sixty-eight.) Table II shows the teacher load figures by schools according to size classification.

Inspection of Table II reveals that the median teacher load for small junior high schools is nearly 30 and that for the large junior high schools is approximately 27. A heavier teaching load in the small schools is apparently expected and accepted by both teachers and principals. The findings of this study corroborate this fact.

Careful analysis of the teaching assignments in the small junior high schools in this study revealed that many of them required teachers to teach six classes. Also, in those schools where the load was five classes, teachers generally were

TABLE II. TENTATIVE NORMS OF TEACHING LOAD BY SIZE OF JUNIOR HIGH SCHOOL

Size of School	Number of Schools Reported	Number of Teachers in School	Lower Quartile	Median	Upper Quartile
Small	21	7-15	27.27	29.97	32.20
Medium	28	16-25	26.70	28.84	30.99
Middle	22	26-35	26.75	28.75	30.95
Large	25	36-68	25.56	26.91	29.66
All Schools	96	7-68	26.19	28.38	30.50

given more co-operative duties. The usual assignment in the large junior high schools is five classes. This is a partial explanation for the higher teacher load in the smaller schools found in this study.

Reference to Table II of the study by Douglass and Noble shows that the median teacher load for all junior high schools was found to be 28.38. The median teacher load for large junior high schools is 26.91. The finding that the teacher load is considerably less for junior high schools is undoubtedly the result of the fact that teachers in large junior high schools and those in senior high schools teach five classes, but the subject grade co-efficients for junior high-school subjects are less than those for the same subjects taught on the senior high-school level.

It is of special interest to note the variation in teacher loads when they are grouped according to subject field. Table III shows the teacher loads in different subject fields for all junior high schools grouped together.

TABLE III. TENTATIVE NORMS OF TEACHING LOAD BY SUBJECT FIELD IN THE JUNIOR HIGH SCHOOL

Subject Field	Lower Quartile	Median	Upper Quartile
English	27.43	29.18	30.97
Art	25.39	27.37	30.08
Home Economics	25.60	27.33	29.26
Music	24.67	27.46	30.21
Mathematics	27.00	28.66	30.68
Industrial Arts	23.79	25.74	27.91
Physical Education	23.49	25.67	28.19
Commercial	26.64	28.97	30.55
Social Studies	27.37	29.31	31.18
Foreign Language	26.67	28.34	30.30
Science	27.74	29.50	31.54
Core Curriculum	27.00	29.28	31.54
Mixed Load	25.77	26.65	30.14
All Subjects	26.19	28.38	30.50

Table IV is presented to give a break-down of teacher loads by subject field for each classification of school.

The authors wish to take this opportunity to express their sincere appreciation for the co-operation of all those principals and assistants who helped make this study possible. Any correspondence from principals who have further questions to ask about this study or questions concerning the application of the formula to their particular school will be promptly considered by the authors of this article.

TABLE IV. TENTATIVE NORMS OF TEACHING LOAD BY SIZE OF SCHOOL IN THE JUNIOR HIGH SCHOOL

Subject Field	Lower Quartile			Median			Upper Quartile					
	Small	Medium	Middle	Large	Small	Medium	Middle	Large	Small	Medium	Middle	Large
English	27.81	28.12	27.77	27.00	30.33	29.41	29.87	28.45	32.65	31.37	31.81	30.01
Art	27.75	26.50	24.99	25.21	31.75	28.00	26.16	27.20	33.25	31.66	29.80	29.01
Home Economics	26.12	25.81	25.96	25.43	28.50	27.58	27.41	27.03	30.25	29.36	29.83	29.26
Music	25.38	25.37	25.15	24.31	28.75	28.75	27.69	26.49	31.38	30.62	30.84	29.57
Mathematics	28.37	27.51	27.44	26.42	30.68	29.40	29.05	27.87	33.62	31.40	31.67	29.48
Industrial Arts	24.53	23.83	24.69	23.30	29.25	25.84	26.35	25.17	30.71	27.95	28.85	26.87
Physical Education	24.47	23.45	24.25	22.88	27.25	25.91	26.65	24.88	29.37	28.70	29.00	27.25
Commercial	—	25.37	27.37	26.27	—	27.25	28.94	29.12	—	30.06	31.62	30.34
Social Studies	28.37	27.88	27.87	26.96	30.70	29.45	29.96	28.64	32.87	31.08	31.49	30.64
Foreign Language	—	29.49	26.49	26.60	—	30.25	28.50	27.89	—	30.99	30.99	29.40
Science	28.90	28.72	27.68	27.13	30.35	30.36	29.34	28.82	32.11	31.93	31.25	30.64
Core Curriculum	—	27.85	26.91	25.62	—	30.50	31.11	27.29	—	31.90	32.38	28.45
Mixed Load	25.75	24.34	25.77	26.23	30.99	29.12	28.10	27.75	33.61	31.87	29.07	29.87

An Evaluation of the Dual Grading System

IRVIN A. KELLER

PRIOR to the school-year, 1944-45, College High School consisted of a three-year junior high-school department and a three-year senior high-school department. It was decided in March, 1944, by the director of the College Training School and the College Administration that the two departments were to be re-organized into a six-year high school for the school year beginning September, 1944. The principal of the senior high school was retiring June 1, 1944, and the junior high-school principal was appointed to assume the duties as principal of the six-year high school. He was instructed to make whatever changes in policy and procedure that might be necessary to effect the reorganization.

One of the problems to be resolved was to decide what grade reporting system was to be used. The junior high-school department had been using letters to parents that informed them whether their children were making satisfactory or unsatisfactory progress. These reports were on an individualized basis. Whether a student was making satisfactory or unsatisfactory progress was determined by comparing his achievement to his capabilities as revealed by standardized intelligence tests. No comparative grade was given in the report. The senior high-school department had been reporting grades based on relative rank, which were comparative in nature. Both of these types of reports had their advantages and disadvantages, and it was not an easy matter to decide which one to use. As a basis for making the decision, a study was made of the history and development of the various types of marks used in high school and the kinds of reports made to parents. This study revealed that the development of the systems of grading had been from the percentage grade to a comparative mark based on relative rank; to an individualized mark of the satisfactory and unsatisfactory type; to attempts to combine both the comparative and individualized bases into a single mark. But no highly satisfactory system had been devised to accomplish this last step. After much study of the advantages that the combination of these two bases, comparative and individualized, would have, a dual system using both bases was proposed.

Since September, 1944, College High School has used this dual system and has reported dual grades to parents. Each student is given a letter grade of A, B, C, D, or E for the quality and quantity of his work as it compares with the work of other students. This mark is then studied in relation to the student's

Irvin A. Keller is Director of the College Elementary and High School, Southeast Missouri State College, Cape Girardeau, Missouri.

abilities, efforts, and other pertinent factors that might merit individual consideration. Standardized achievement and intelligence tests are used to help teachers determine what the student is capable of doing. If he had done as well as he could be expected to do in regard to his ability, *etc.*, he is given a second mark of "S." If it is evident that the student could have done better work, the second mark given will be a "U" to indicate that the student is capable of doing better work. All E's are reported unsatisfactory because it is assumed that any student who is promoted to a grade has the necessary background and is capable of doing passing work on that grade level.

An article describing this system of marking and reporting and its advantages was published in the January, 1952, issue of this publication.¹ This article attracted considerable attention and the author has had correspondence with a number of high schools about it. Copies of our report cards and other materials have been sent to forty-two high schools in twenty different states. An evaluation of this marking system has been made since that date from our records and from the opinions of parents. The purpose of this article is to present the results of that evaluation, and further to show the advantages of the dual grading and marking system.

EVALUATING THE MARKS

The first phase of the evaluation consisted of a careful study of the records of the 236 seniors who were graduated during the past nine years, and who were given dual grades for all four of their years of attendance in College High School. A tabulation was made of the marks they received to determine in what year in school the greatest and smallest number of unsatisfactory grades were made. Twenty-one of the 236 students made no unsatisfactory grade while in high school. The table below gives the distribution of unsatisfactory grades for the remainder of the students.

TABLE I. GREATEST AND SMALLEST NUMBER OF UNSATISFACTORY GRADES BY SCHOOL YEAR

Year	Greatest Number	Smallest Number
Freshmen Year	63 (29.3%)	33 (15.3%)
Sophomore Year	47 (21.9%)	34 (15.8%)
Junior Year	69 (32.1%)	41 (19.1%)
Senior Year	36 (16.7%)	107 (49.8%)
TOTAL	215 (100%)	215 (100%)

¹ Irvin A. Keller, "A More Comprehensive and Significant Marking System," THE BULLETIN of the National Association of Secondary-School Principals, January, 1952.

Because of the fact that College High School is small with an average senior class of approximately thirty students (transfer students who did not do all four years of their work in our school were not included in this study), the number of cases in the above table is insufficient to draw any final conclusions; however, the results show a need for further study.

It can be noted that no majority of students made the greatest or smallest number of unsatisfactory grades in any one school year, but that more of these students worked up to their capacities in the senior than in any other one single year. Both columns indicate that there wasn't a great change in the number of unsatisfactory grades made until the senior year. There may have been several reasons for the greater number of satisfactory grades on the senior level. Among the factors that have been considered and that need further study are:

1. Is the maturity of a student a significant factor in causing the student to make better use of abilities.
2. Do students make more satisfactory grades in elective subjects than in required subjects? (More elective subjects are taken in the senior year.)
3. Did the dual grading system have any effect upon the number of satisfactory and unsatisfactory grades made?

No attempt has been made to measure the effect of the maturity of students on the grades they make, because it would be pretty difficult to make such a study that would include only the factor of maturity. It is apparent in many cases that it does have much effect. In checking the prerequisites of young college men for practice teaching, the author has noted that the records of a large number of students who are veterans of World War II show that the grades made before going into service are much lower than the grades made after service. There may be several reasons for this fact, but, for many of these students, maturity seems to be an important cause. It is very reasonable to conclude that maturity plays a similar role in high school.

A study of the satisfactory and unsatisfactory grades reveals that students generally tend to make a higher percentage of satisfactory marks in elective subjects than in required courses; however, the difference is not as great as one might expect. Although a higher percentage of unsatisfactory grades are made by all students collectively in one year in all of the required courses than in all of the elective courses, a study of the marks made in English over a four-year period by the 1953-54 graduating class shows that the same students make a progressively higher percentage of satisfactory marks in this required subject. The percentages are given in the table below.

There is no other academic course that is required for four years in our school; hence, a study of the relative marks in required and elective courses is limited and no definite conclusions can be drawn at present. It does seem, however, that the election of courses plays a part in determining whether or not students work up to their capacities, but not as significant a part as might be expected.

TABLE II. PERCENTAGE OF SATISFACTORY AND UNSATISFACTORY MARKS MADE IN ENGLISH BY 1953-54 GRADUATING SENIORS

Year	Percentage of "S's"	Percentage of "U's"
Freshmen Year	72.9	27.1
Sophomore Year	86.9	13.1
Junior Year	90.0	10.0
Senior Year	92.0	8.0

More significant is the fact that students who make a higher percentage of unsatisfactory marks in required courses also tend to make a higher percentage of unsatisfactory marks in elective courses than other students. This can be very easily seen by examining the permanent records of students making the most unsatisfactory grades.

It is difficult to determine exactly and how much effect the dual marking system had in causing students to work more nearly up to their capacities and, hence, earn a higher percentage of satisfactory grades. Our teachers and supervisors have observed that students appear to be as much concerned about whether their term grade is marked satisfactory as they are concerned about how high or low it might be. Many students have talked to their teachers, supervisors, and high-school principal about what quality of work they should do to be considered satisfactory for their abilities. Eighty-four per cent of the parents who answered a questionnaire on the dual marking system indicated that they thought the dual grades caused their children to improve their work. Although it cannot be accurately measured, it is reasonable to conclude from this evidence that the dual marks have caused many students to improve their work.

RELATIONSHIP OF IQ TO UNSATISFACTORY MARKS

The second part of the evaluation of the records of the 236 seniors was a study of relationship between the intelligence quotients of students and the number of unsatisfactory marks that were made. Frequencies of ten were set up and a count of the unsatisfactory grades made in four years was made for each student who fell within each frequency. These were then totaled and the average number of unsatisfactory marks earned in four years per student was compared for each frequency. The results are given in the following table.

It can be noted from the table that the students who most nearly worked up to their capacities fell in the IQ range of 101-110, and that the students who fell below this frequency worked up to their capacities better than the students who fell in the frequencies above 110. How typical the implications of this study might be in other schools is of course unknown, but there is reason to

TABLE III. AVERAGE NUMBER OF UNSATISFACTORY MARKS RECEIVED OVER A FOUR-YEAR PERIOD IN RELATION TO INTELLIGENCE QUOTIENTS

No. of Cases	IQ Frequency	Average No. of "U" Marks
8	81-90	8.5
44	91-100	8.18
84	101-110	7.71
73	111-120	9.15
22	121-130	11.5
5	131-140	16.8

believe that these results are more general than is commonly realized. Perhaps some of the most retarded students in our schools are those who have superior ability but are only doing average work. Are the remedial programs providing help only for the inferior students? It would seem that it is equally as important to develop the potentials in above-average students.

The dual marking system was an important factor in causing the staff of College High School to realize that a number of the above-average students were not working up to their capacities before this formal study was made. In studying the reasons for this the following factors were considered as probable causes:

1. Most of the work in a typical class is geared to the average student.
2. Textbook materials are generally written for average students.
3. Standards are set up for average students and, hence, do not challenge the superior student.
4. Teachers tend to "teach to the average."
5. High-school teachers have not been given adequate training in providing appropriate learning activities that will challenge students on several levels of ability and achievement in a mixed class.
6. Some superior students need better counseling in selecting elective courses that will more nearly challenge their abilities.

How far a school can go in getting all of its students to work up to the level of their abilities is yet to be determined. The following procedures are being used in College High School as possible means of improving the work of all students:

1. Sectioning students on the basis of both ability and achievement when possible. (This is done separately for each subject in which grouping is practiced.)
2. Differentiated assignments in mixed classes that encourage and require work of a different nature and degree of difficulty for superior, average, and below-average students.
3. Use of better motivating techniques.
4. More individual counseling of students by supervisors.
5. Improvement of standards for superior students.
6. (The use of the dual marking system also has the purpose of causing students to work more nearly up to capacity.)

There is nothing new in any of these approaches. They have been tried and proven as sound teaching procedures. The most significant fact is that, as a result of the dual marking system, our staff of supervisors and teachers were made more conscious of the need for applying them. Much concern has been shown when a student does not work up to his potential level, while, on the other hand, much satisfaction is expressed and praise is given when a student with below-average ability does the best that he can be expected to do. The high-school staff is continuing to study how better to allow for individual differences so that each student will more nearly do the type of work that he is capable of doing.

PARENT REACTION

Another phase of the evaluation of the dual marking system consisted of getting the reaction of parents to it. A simple questionnaire was sent to the parents of all students in the 1954-55 junior and senior classes. Our sampling was limited to these two classes to insure that a sufficient understanding would be had by the parents doing the evaluating on the questionnaires. They were instructed to return them unsigned unless they preferred to sign them. Thirty-one questionnaires were returned, which was slightly less than fifty per cent.

In the first item they were asked to check the type of report that they preferred for high-school students. The results are given in the table below.

TABLE IV. TYPE OF REPORT PREFERRED

Type of Mark	No. Preferring It
1. A percentage mark	0
2. A better grade based on how one student's work compares with the work of other students. (A, B, C, D, or E)	1
3. An individualized mark or report that shows only whether a student is making satisfactory progress as compared with his own ability ("S" satisfactory, "U" unsatisfactory or a written statement to indicate either)	0
4. The dual marks which show both how well the student's work compares with the work of others and whether he is doing satisfactory compared to his ability. (A, B, C, D, or E and "S" or "U.")	30

One of the difficulties in reporting marks to parents is in furnishing a report that parents understand. A statement explaining the dual marking system accompanies the report card. Returns on the questionnaires showed that twenty-eight thought that they understood it sufficiently, three reported that they did not understand it very well, and none reported that they did not understand it.

In response to the question, "Did the dual grades help you better to understand what your child could do with a reasonable amount of effort?", four

parents replied that dual marks gave *some* help; seven, that they gave *much* help; and none, that they gave *no* help. The parents were also asked to indicate the effect that they thought the dual marks had upon the work of their child. Three parents replied that the dual marks seemed to have no effect; two replied that they discouraged him; and 26, that they caused him to improve his work.

Twenty of the thirty-one questionnaires had statements by parents in the space reserved for comments. All twenty comments are highly favorable to the dual marks. Appreciation was expressed for the more complete understanding that it gave to the parents about the work of their children. The facts revealed in these statements correlate with oral comments from parents in discussing this marking system over a ten-year period. Although parents have asked questions of the staff from time-to-time about how the marks were determined, not a single criticism has been made of it and much satisfaction with the report has been expressed.

SUMMARY EVALUATION

The following statements summarize the findings and observations we have made since the dual marking system was initiated:

1. The fact that teachers must examine the apperceptive background of students to give the dual marks has resulted in a better knowledge of individual differences and has caused the teachers to increase their attention to these differences. This has resulted in better teaching.
2. It insures better use of a standardized testing program.
3. It more nearly implements the accepted theories and principles of evaluation of secondary-school teaching than does any other system of marking.
4. Many students have improved the quality and quantity of their work after learning from the dual marks that the teachers thought they were capable of doing better.
5. The dual marks are a better basis for determining the probable future success of a student than are single marks.
6. The reliability of the marks given has been increased.
7. The dual marks help the student to understand himself better.
8. Parents have a better understanding of what their children are capable of doing and how well they are applying themselves in their studies.
9. The parental pressure has been diverted from expecting a student to "do as well as Johnnie does" to concern that he does as well as he is capable of doing.
10. Teachers consider it to be an improved marking system.
11. It has been well received and supported by parents.

Although the persons, who have had experience with this system of marking as teachers and parents, consider it an improved method of grading the work of students, it is very probable that it can be further improved by refinement of the techniques of administering it. Consideration is being given at present to using a three-step scale for the individualized mark by adding "Highly Satisfactory" to the Satisfactory (S) and Unsatisfactory (U) now given. This would

better evaluate students who are "over achievers," or who work above what their apperceptive backgrounds indicate is their probable level. The report cards that are used (mid-term and term report cards) have a space for comment. Teachers need to be better trained to write statements that explain the reasons for satisfactory and unsatisfactory marks.

Our high school has found the dual marks both helpful and challenging and shall continue to work toward a better evaluation of the efforts of our students.

Persons who desire a better knowledge of the theory on which this system of marking is based and how it is administered are referred to the article, "A More Comprehensive and Significant Marking System," in the January, 1952, issue of **THE BULLETIN**.

HOW THE WHITE HOUSE CONFERENCE WILL WORK

After the first general session of the approximately 1,400 invited persons and other additional persons, the participants will be grouped into 200 tables of 10 persons each. Each table will have a chairman or discussion leader. When these small-table discussion groups wind up their business, the participants will return for a general session on the second topic—all except the discussion leaders of each of the 200 tables. These leaders will meet together to refine further the thinking of the participants at their tables—first, at 20 tables of 10 persons each, with the chairmen of these tables moving on to discussion in two tables of 10 persons each. Finally, a meeting of two chairmen will be held, one of whom will deliver the final report of the group's thinking on the subject. As the participants wind up their work at the various small conference tables, they will return to the general sessions and follow-through tables to participate in discussions of the other topics. This procedure will be followed for all six major issues. For each of the six subjects, a White House Conference staff co-ordinator will be assigned to assist at the chairmen's conferences. The co-ordinator will pick up his topic at its general session and follow it through until the final report is made. Another staff person will be in charge of all co-ordinators.

All general sessions will be attended by all delegates, except those who are following a particular topic through the conference at one of the smaller discussion tables. A general session will be held for each topic. The breakdown for seating at the small discussion tables, following each general session, will be aided by an IBM punch-card machine which will help select a well-balanced group at each table. Seating, generally, will be determined by occupation, geographical origin, and participation in the person's home state's conference.

The New York State Regents Scholarship Program

PETER P. MUIRHEAD

LAST May, 3,388 of the 120,000 high-school seniors in New York state were awarded Regents College Scholarships. These scholarships, which are an important part of the New York State Regents Scholarship Program, were first established by the Legislature in 1913 in wise recognition of the belief that the security of a democracy depends upon developing to the fullest extent the talents and abilities of its competent youth. At the present time, the Regents Scholarship Program consists of six different types of awards, comprising a total of 5,238 individual scholarships each year (Table I).

TABLE I. NEW YORK STATE REGENTS SCHOLARSHIP PROGRAM, 1955

Type of Scholarships	No. of Annual Awards	Four-Year Stipend	Annual Value of Full Program
Regents College Scholarships	3,388	\$1,400	\$4,743,200
State War Service Scholarships for Veterans	1,200	1,400	1,680,000
Cornell Scholarships	150	800	120,000
Regents Scholarships for Children of Deceased or Disabled Veterans	100	1,800	180,000
Regents Scholarships for Professional Study in Medicine and Dentistry	100	3,000	300,000
Regents Scholarships for Professional Education in Nursing	300	1,400	420,000
TOTAL	5,238		\$7,443,200

These scholarships vary considerably in purpose and in character, but the major features may be summarized as follows:

1. *The Regents College Scholarship* is the most important of the five scholarships offered by New York State, in terms of both the number of candidates and the number of awards. There are 3,388 scholarships provided annually for the entire state. These are assigned on a county basis, with at least 20 for each assembly district. In effect, therefore, there is a separate scholarship competition for each county and the number of scholarships assigned to each

Peter P. Muirhead is Chief of the Bureau of Examinations and Testing, the University of the State of New York, State Education Department, Albany, New York.

county is in direct relationship to the county population. The basis for awarding this scholarship, as for each of the other scholarships for undergraduate study, is a written examination (4/5 objective and 1/5 essay) covering the basic curriculum of the secondary school. To be eligible to receive the scholarship, a candidate must have completed an approved four-year course within six years of enrollment, must have attended recognized secondary schools in New York State for at least three years, and must have attended such a school for at least half of the school year immediately prior to the award. Each scholarship carries a stipend of \$350 a year for four years and is valid at any accredited college or university in the state. The scholarship money must be used to pay tuition and fees, where such are charged, but any remainder is made available to the scholarship winner as a cash award.

2. *The Regents War Service Scholarships for Veterans* provide 1,200 scholarships annually to honorably discharged veterans of World War I, World War II, or the Korean War. Each county in the state is entitled to eight scholarships for each assembly district. Under the terms of the scholarship, up to \$350 a year for 4 years is allowed for tuition and fees (excluding charges for books and supplies) for full or part-time study, day or evening, at any college or university, or at any business, professional, technical, or trade school located in the state and approved by the Department. The only educational requirement is that candidates present evidence that they have had an educational program fitting them for such study. All unexpended scholarship funds except those required to meet charges for tuition and fees revert to the state at the end of each fiscal year. These scholarships cannot run concurrently with any other state or Federal scholarship or benefit for educational purposes.

3. There are 150 *Cornell Scholarships*, one for each assembly district. These are tuition-reducing scholarships to the extent of \$200 a year for four years. They are applicable only to Cornell University, but not to the New York State tuition-free colleges administered by Cornell University—Veterinary College, College of Agriculture, College of Home Economics, and New York School of Industrial and Labor Relations. To receive a scholarship, a candidate must be at least sixteen years of age and must have attended an approved secondary school of the state for at least six months during the school year preceding the award.

4. *The 100 Regents Scholarships for Children of Deceased or Disabled Veterans* entitle the holder to tuition up to \$450 a year in any approved college or university in the state. As in the case of the Regents College Scholarship, the scholarship money must be used to pay tuition and fees, when such are charged, but any remainder is made available to the scholarship winner as a cash award. First preference is given to children of veterans who died while serving in the armed forces. Second preference is given to children of veterans

who died after discharge. The remaining scholarships are awarded to children of disabled veterans. These scholarships are awarded on a state-wide rather than a county basis.

5. There are 100 *Regents Scholarships for Professional Study in Medicine and Dentistry* which provide \$750 for each of four years for professional study in medicine or dentistry in approved professional schools in New York State. On the basis of competitive examination, 36 medical scholarships and 14 dental scholarships are awarded to candidates residing in the counties of New York City, and the same number are allocated to candidates residing in all the other counties of the state. The examination is written and consists of a professional aptitude test and achievement tests in college biology, physics, and chemistry. To receive a scholarship, a candidate must have completed the pre-professional program required for admission to the professional study of medicine or dentistry in the state and must have been in attendance at an approved pre-professional college for at least one semester during the year prior to the award.

6. The newly established 300 *Regents Scholarships for Professional Nursing Education* provide \$350 for each year of professional study in approved nursing programs in New York State. They are assigned on a county basis, with two for each assembly district. They are awarded on the basis of a competitive examination covering the basic curriculum of the secondary school. To be eligible to receive a scholarship, a candidate must have completed an approved four-year secondary-school program and must have attended an approved secondary school in New York State for at least one semester during the year in which the examination is given. The scholarship money is used for tuition and fees and any balance remaining is paid to the scholarship winner as a cash award.

The extent of the scholarship program and the competition therefor in recent years is indicated in Table II.

TABLE II. EXTENT OF THE SCHOLARSHIP PROGRAM, 1953-1955

	1953		1954		1955	
	Candidates	Awards	Candidates	Awards	Candidates	Awards
Regents College	19,439	1654	20,288	1694	22,883	3388
War Service	4,552	1200	4,474	1200	4,570	1200
Cornell	3,773	150	5,942	150	5,600	150
Veterans' Children	385	100	474	100	490	100
Medical-Dental	911	100	816	100	716	100
Nurse					4,805	300

REGENTS SCHOLARSHIP EXAMINATION

The Regents Scholarship Examination, as the single comprehensive examination is called, constitutes the basis for awarding each year 3,938 scholarships to New York State high-school seniors—3,388 Regents College Scholarships, 150 Regents Cornell Scholarships, 100 Regents Scholarships for Children of Deceased or Disabled Veterans, and 300 Regents Scholarships for Professional Nursing Education.

The utmost care is followed in constructing the Regents Scholarship examination in order that it may be as effective an instrument as possible for accomplishing the purpose for which it was designed. For example, in addition to the regular services of the State Education Department's subject-matter, test development, and editing staff, the professional talents of more than 50 of the most competent and experienced New York State high-school teachers were engaged in varying capacities as subject-matter specialists, question committee members, consultants, and revision committee members in the construction of the 1955 Regents Scholarship Examination; and the results of these professional efforts were further refined by pretesting all of the suggested objective test items on more than 5,000 college freshmen in some of the colleges of the state.

The examination, which consists of about 300 objective type items carrying 374 credits and two essay type questions carrying 90 credits, is based as far as possible upon the subjects required of all New York State high-school students in completing an approved four-year secondary-school program in the state. The test items are distributed as follows (Table III) among the required subjects of the secondary-school curriculum.

TABLE III. SUBJECTS INCLUDED IN TEST ITEMS

Subject	No. of Items	No. of Credits
English	123	186
Essay	2	90
Literature	54	54
Vocabulary	40	20
Grammar	17	17
Spelling	10	5
Citizenship Education (Social Studies)	72	144
Science	42	42
Mathematics	20	40
Health	20	20
Art	16	16
Music	16	16
TOTAL	309	464

The Regents War Service Scholarship and the Regents Scholarship for Professional Study in Medicine and Dentistry are also awarded upon the basis of comprehensive examinations (entirely objective), constructed with the same underlying purpose in mind—to select those with the best promise.

FOLLOW-UP STUDIES

In view of the cost and importance of this program, it is essential that the procedures and examinations for awarding the scholarships be subjected to continuing close scrutiny. To that end, a comprehensive study is made of the results of each scholarship series.

Analysis of the college records of scholarship winners has indicated that, as a group, the candidates who win these awards do well in the freshmen year of college. Thus, the standings achieved on the Regents Scholarship Examination provide colleges with valid and helpful information in predicting the early college success of high-school seniors.

Additional studies show that the winning of a Regents College Scholarship is largely independent of type of school attended or size of school attended. The scholarships are won by pupils in villages and central schools with small enrollments and in city schools with large enrollments, in proportion to total pupil enrollment in such schools throughout the state. With the county system of awards, this could scarcely be otherwise. It also seems clear, as borne out by a recent study, that they are distributed in approximately the same proportion in which levels of family income are distributed throughout the state.

LOOKING AHEAD

Significant as has been the growth in the size of the scholarship program, it has not kept pace with the increased enrollments in higher education in the state of New York. For example, when the program was established in 1913, there were only about 15,000 secondary-school graduates in the state; and the 750 scholarships provided educational opportunity for five per cent of the secondary-school graduates. In 1955, however, about 120,000 pupils were graduated from the secondary schools and the 3,388 scholarships served the higher education needs of only about three per cent of the secondary-school graduates. By 1965, based on present elementary-school enrollment and pre-school population statistics, it is estimated that the 1,694 awards will provide scholarships for less than two per cent of the secondary-school graduates in the state.

In view of this changed situation, coupled with the fact that in New York State education beyond the secondary school is provided chiefly through private colleges and universities, the Board of Regents in 1944, prior to the creation of the State University of New York, recommended the creation of 12,000 Regents

College Scholarships at \$350 a year. The Regents scholarship plan would provide sufficient scholarships to take care of approximately ten per cent of the graduates of the secondary schools of the state. Since that time there have been significant increases in the Regents Scholarship program, the most significant being the increase from 1,694 to 3,388 awards this year, but these increases are far from the goal established by the Board of Regents for ". . . a truly adequate system of scholarships to widen the gates of educational opportunity." It seems evident, as pointed out by the Board of Regents, that if the state is to avoid neglect and waste of its human resources, there is need for additional investment in our highly talented youth. Such an investment bears a promise of rich dividends in economic productivity, personal culture, and civic leadership.

COLLEGE BOARD EXAMINATION—1955-56

THE College Entrance Examination Board has released its annual publication entitled *College Board Tests* (76 pages). This publication gives complete information to the high-school principal about the program, including how to take the tests and 46 pages of sample questions. More than 150 colleges and universities now require certain College Board tests. The registration and testing dates are as follow:

<i>Dates of Examination</i>	<i>Regular Registration Closes</i>	<i>Late Registration Closes</i>
December 3, 1955	November 12	November 26
January 14, 1956	December 17	January 7
March 17, 1956	February 25	March 10
May 19, 1956	April 28	May 12
August 8, 1956	July 18	August 1

Regular examination centers established for particular testing dates are listed in the publication. For full particulars write to: College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey, P. O. Box 27896, Los Angeles 27, California.

WHAT ARE HIGH SCHOOLS FOR?

IN 1953, the Russell Sage Foundation made a study of the objectives of elementary education. Last month the Foundation launched a study of secondary school objectives. Dr. Will French, Teachers College, Columbia, is head of the project. Dr. French has long been recognized as an outstanding authority in this area of American education.

Can We Lengthen the Work Week of High School Teachers?

THOMAS A. SHELLHAMMER

THE number of teachers that will soon be needed to care for increased enrollments in our secondary schools will be far greater than at any period in the history of secondary education in this country. To secure these teachers will require herculean efforts unless the positions offered are as attractive or more attractive than positions that are available in other fields of work. In part, this attraction must be reflected by work weeks of reasonable lengths. One way of determining whether we can lengthen the present work week in order to accommodate more students without increasing staff size or risk jeopardizing the recruitment of new teachers is to look at the present work of secondary school teachers.

To secure information regarding the length of the work week for secondary school teachers in California and how the time was used, questionnaires were completed by 11,871 high-school teachers and through interviews with 50 high-school principals. Of the total number of questionnaires, 8,385 were completed by four-year and senior high-school teachers, and 3,486 by junior high-school teachers.¹

LENGTH OF WORK WEEK

On the basis of information reported by these 11,871 teachers, it is a myth that high-school teachers work "banking hours." The median length of work week for these teachers was 43 hours and 33 minutes. A fourth worked less than 39 hours and a fourth worked more than 49 hours a week. Teachers in four-year and senior high schools averaged a slightly longer work week than teachers in junior high schools. Teachers in small districts averaged a longer work week than teachers in large districts. Regardless of size of school district, women teachers averaged a slightly longer work week than men teachers. Both teachers and principals reported that teachers of language arts and social studies worked longer work weeks than teachers in other fields of instruction. Both groups also reported that teachers of "academic courses" tend to average a longer work week than vocational, music, and physical education teachers. It also may be concluded from information reported by both teachers and principals

¹ A more detailed analysis of this information is available in a study entitled "Work Week of Public Secondary-School Teachers in California," an unpublished Ed.D dissertation by the Author of this article, Stanford University, 1955.

Thomas A. Shellhammer is a Consultant in the Bureau of Education Research in the State Department of Education, Sacramento, California.

that teachers in small schools tend to perform a longer work week than teachers in large schools.

The median length work week for 8,385 four-year and senior high-school teachers was 44 hours and 7 minutes. A fourth of these teachers worked 40 or less hours and a fourth worked more than 50 hours a week. Teachers who taught in more than one subject field tended to work about one hour a week longer than teachers who taught in only one subject field. The median lengths of work week for teachers in single subject fields are shown by departmentalized subjects and size of school district in Table 1. It can be seen that regardless of size of school district, teachers in language arts, social studies, and commercial departments tend to work longer than teachers in other departments.

TABLE I. MEDIAN LENGTH OF WORK WEEK OF SENIOR AND FOUR-YEAR HIGH-SCHOOL TEACHERS BY SIZE OF SCHOOL DISTRICT AND TEACHING ASSIGNMENT

Size of school district by average daily attendance					
1-300 A.D.A.		301-1000 A.D.A.		1001 and over A.D.A.	
Subject Fields	Median Hrs. Mins.	Subject Fields	Median Hrs. Mins.	Subject Fields	Median Hrs. Mins.
Language Arts	48:35	Social Studies	45:35	Language Arts	46:27
Social Studies	48:25	Language Arts	45:23	Core Course	46:25
Commercial	46:30	Core Course	44:45	Social Studies	45:06
P.E.-Health	44:35	Commercial	44:15	Commercial	44:30
Vocational	44:35	Foreign Language	44:15	Science	44:18
Science	43:30	P.E.-Health	43:50	Foreign Language	43:57
Mathematics	43:00	Science	42:59	P.E.-Health	43:34
Music	36:35	Vocational	42:43	Art	42:38
Art	.....*	Mathematics	42:38	Mathematics	42:32
Core Course	.....*	Art	40:20	Vocational	41:20
Foreign Language	.....*	Music	39:45	Music	41:05
TOTAL.....	45:30	TOTAL.....	43:31	TOTAL.....	43:47
Teaching in more than one subject field	45:48	Teaching in more than one subject field	44:12	Teaching in more than one subject field	45:15

*Median times not computed for seven or less instructors.

The median length work week of the 3,486 junior high-school teachers included in this study was 42 hours and 7 minutes. The variations in lengths of work week by departmental subjects closely resembled those shown for senior high-school teachers in Table 1.

WHAT PRINCIPALS SAY ABOUT TEACHER LOAD

The length of work week reported by teachers was very similar to estimates of length of teachers' work week made by high-school principals. The school principals estimated that the average length of work week performed by teachers was 42 hours a week. This was two hours more than the length of the "ideal" work week they suggested. Principals over-estimated by approximately five hours a week the time spent by teachers in planning and preparation outside the regular school day. They under-estimated by almost the same amount the time spent by teachers in non-instructional duties that occurred during and after school hours.

Most of the school principals interviewed stated that physical education teachers had a relatively light work load. This seems to agree in general with the length of work week reported by physical education teachers. Of the eleven department fields included in this study, physical education usually ranked seventh in length of work week. Nevertheless, a majority of the principals believe that physical education teachers should receive "extra pay" for athletic coaching duties. However, certain school principals held grave doubts regarding the advisability of this practice. Whether these instructors should receive "extra pay" may be open to question. However, an across-the-board special pay schedule for physical education teachers based on a premise that they work a longer work week than teachers in other fields of instruction does not seem to be defensible.

Only one of the principals interviewed stated that a teacher load formula was used in assigning teacher's work load. All but four of the principals relied on volunteer methods for sponsorship of extracurricular duties. In certain instances, this probably accounted for the wide range in length of work week. Many of the principals stated that they were constantly faced with the problem of knowingly over-working their more able and enthusiastic teachers. They seemed to place little reliance on solving their work assignments by teacher load formulas and expressed a need of more skill in the "human relations" side of administration in order to conduct effective in-service training for their teaching staff. They were of the opinion they had many good teachers, but among the teachers were those who could not or did not carry their share of extracurricular duties.

HOW TEACHERS SPENT THEIR WORK WEEK

Teachers spent 63 per cent of their total work week in regularly assigned tasks. These tasks included classroom teaching, study hall, home room, library supervision, preparation for classes, curriculum construction and revision, and administrative duties. Teachers spent 37 per cent of their work week in carrying out non-teaching duties after school hours. Among these after-school duties were preparation for instruction, correcting and marking papers, clerical record-

ing, conferences with staff members, in-service education, and participation in extracurricular activities such as student clubs.

Teachers who taught more than three periods a day did not average more time in planning and preparation than did teachers who taught three or fewer periods a day. In other words, teachers tend to increase the amount of planning time with each additional teaching period up to three periods a day. Beyond that number, planning time tends not to increase with additional teaching periods. Perhaps the school principals were aware of this when they suggested that the "ideal" teaching day should not contain more than four teaching periods.

This matter of adequate planning and preparation time perhaps deserves additional attention when one considers that only about one third of the teachers in small school districts had an assigned preparation period. One half of the teachers in medium size districts and two thirds of the teachers in large districts had a preparation period. Since, in general, teachers in small high schools teach more periods and in more different subject fields than do teachers in large high schools, it may be cause for some concern when we find that only one third of them had a preparation period and that two thirds of those in large high schools had such a period. The median time spent per week by four-year and senior high-school teachers in planning and preparation for their instructional duties was approximately one hour a week more than the median time spent by junior high-school teachers. This difference is probably not very important when considered in relation to the total work week. But there seems to be no basis for assuming that junior high-school teachers need less preparation time for their instructional duties than do four-year and senior high-school teachers.

SIZE OF CLASSES

Teachers in junior high schools teach larger classes and have more daily student classroom contacts than do teachers in four-year and senior high schools. The number of classes and median class sizes by departmental subjects for junior and four-year and senior high schools are shown in Table 2.

The median class size for junior high school in small districts was 25.5 students; it was 31.2 for medium and 31.7 in large school districts. In the four-year and senior high schools, the medium class size for schools in small districts was 16.8 students, 23.5 for medium, and 27.5 for large districts.

Regardless of the size of school districts, junior high-school teachers tend to have more daily classroom student contacts than do teachers in four-year and senior high schools. For example, in small districts the median number of daily classroom contacts for junior high-school teachers was 124 as compared to 90.5 for high-school teachers. In medium size districts, the former averaged 147.5 daily classroom contacts and the latter averaged 118.5 contacts. The number of daily classroom contacts by departmental subject for junior and four-

TABLE 2. MEDIAN SIZE OF JUNIOR HIGH-SCHOOL AND FOUR-YEAR AND SENIOR HIGH-SCHOOL CLASSES BY SUBJECT FIELDS

Junior High Schools			Senior and Four-year High Schools		
Subject Fields	No. Classes	Median No. Pupils	Subject Fields	No. Classes	Median No. Pupils
Physical Ed.-Health	2,376	42.8	Physical Ed.-Health	5,991	35.7
Social Studies	2,239	34.1	Social Studies	5,157	29.8
Core Course	776	33.3	Language Arts	7,227	27.6
Mathematics	2,872	33.2	Mathematics	3,620	26.8
Music	1,222	33.2	Science	3,649	25.7
Language Arts	3,002	32.8	Commercial	4,192	25.5
Science	1,387	32.4	Core Course	632	25.4
Commercial	535	31.4	Music	2,062	24.0
Foreign Language	429	27.5	Foreign Language	2,483	22.8
Art	1,028	27.4	Art	1,853	22.5
Vocational	3,044	22.9	Vocational	7,744	19.7
TOTAL	18,910	31.6	TOTAL	44,610	25.7

year and senior high-school teachers in school districts over 1,000 average daily attendance is shown in Table 3.

DAILY STUDENT CONTACTS

The large number of daily student contacts by junior high-school teachers, larger than was found in other types of secondary-school organizations, raises serious question as to the adequacy of present junior high-school programs in bridging the gap between elementary- and high-school teaching methods. It may also make difficult the provision of necessary curriculum and guidance experiences to meet the needs of junior high-school students. The growing practice of establishing "block time" periods to reduce the number of different daily student contacts per teacher in junior high schools is a promising method of reducing the number of different daily classroom contacts. The present large number of daily student contacts make it difficult for junior high-school teachers to assess adequately the strengths, interests, and aptitudes of their students and provide them with effective learning experiences.

CONCLUSION

In view of the present over-crowded conditions in our elementary schools and the anticipated large increased enrollment in the near future of secondary schools, there is need for re-evaluation of teacher assignments. A large increase in enrollment often results in shortages of classrooms and qualified teachers to fill them. It is indicated from information that may be obtained through a

TABLE 3. DAILY CLASSROOM CONTACTS BY JUNIOR AND FOUR-YEAR AND SENIOR HIGH-SCHOOL TEACHERS IN SCHOOL DISTRICTS OVER 1,000 AVERAGE DAILY ATTENDANCE

<i>Junior High Schools</i>		<i>Four-Year and Senior High Schools</i>	
<i>Subject Fields</i>	<i>Median No. Pupils</i>	<i>Subject Fields</i>	<i>Median No. Pupils</i>
P.E.-Health.....	215.9	P.E.-Health.....	191.0
Core Course.....	177.0	Music.....	163.0
Music.....	176.3	Social Studies.....	138.4
Mathematics.....	158.8	Commercial.....	134.1
Social Studies.....	155.0	Language Arts.....	130.7
Science.....	153.6	Mathematics.....	130.2
Commercial.....	151.5	Science.....	125.0
Language Arts.....	149.0	Foreign Language.....	118.1
Art.....	137.5	Art.....	117.6
Foreign Language.....	124.8	Vocational.....	106.5
Vocational.....	118.3	Core Course.....	94.5
Classroom contacts by teachers in a single subject field.....	151.1	Classroom contacts by teachers in a single subject field.....	130.7
Classroom contacts by teachers in more than one subject field.....	154.4	Classroom contacts by teachers in more than one subject field.....	129.1

review of the literature on teacher load and from data presented in this study that most secondary-school teachers work 40 or more hours a week. The average class size for high-school classes was approximately 30 students, with an average number of over 150 daily student classroom contacts per teacher. An increase in the length of work week or an increase in size of classes does not seem justified in view of the present load. A re-evaluation of the teaching program in secondary schools should include an appraisal of possible teaching techniques that will provide maximum desirable learning experiences for students within the framework of the present length work week.

NEW WAY TO TEACH READING

PUBLIC schools at Champaign, Illinois, claim they have a better way to teach reading than either the phonics or the word recognition method. "Basically, the new method develops word recognition skills, comprehension skills, fluency, and speed, as well as interpretive skills." Champaign pupils will now begin by learning their vowels first, rather than consonants. Long sounds of the vowel will be taught first, then the short ones; next will come consonant sounds; then syllables. Superintendent of Schools E. H. Mellon reports that test results prove the new method is better than "either of the old ones."

The One Subject Plan of Teaching

E. H. LACY, JR.

MORE than five years ago the administrative officials of Fork Union Military Academy took what at the time appeared to be a drastic step. They decided to abandon the conventional method of teaching in favor of a one-subject plan. With five solid years behind them now, the Fork Union authorities are glad they did undertake a change. A visitor on the Fork Union campus today gets the impression that the one-subject plan is no flash-in-the-pan and that the Fork Union people definitely feel that they are setting a new trend among the schools in this area.

In 1950, there was actually no reason why Fork Union should have made a change in its teaching system. The academy was operating very satisfactorily. Its enrollment was good, its graduates were doing well in college and business, and it had a beautiful campus of more than a dozen buildings. The school was in excellent shape financially. Yet, Colonel James Caldwell Wicker, Fork Union President, was the man who was bold enough to step out and try something new. Today, Colonel Wicker and all who have been associated with the school are glad that he did. "In the one-subject plan, we found something to make Fork Union an even better school," says Colonel Wicker, "and so we lost no time in installing this marvelous system."

Actually teaching one subject or idea at the time is not new. Variations of the idea were put forth in Europe long ago. The military services of the United States often use some form of single study when preparing fighting men in a short length of time. College and university summer schools often are found operating on a plan which is similar, and there are a number of schools in the United States which have already had success with the system. There seems to be no other school which uses a plan like Fork Union's, however, particularly since the Fork Union system calls for a unique use of the month of May in the school year.

A student who enrolls at Fork Union is assigned four major courses for each year. These are solid textbook courses, and the program does not include any shop courses or manual training. In addition to the four main topics of study, a Fork Union cadet will receive several period a week in classes of military science or tactics and juniors and seniors receive one class a week in Bible. Before the school year starts, Headmaster H. M. Waldron and Assistant Headmaster J. R. Wildman study thoroughly the student's previous records. They

E. H. Lacy, Jr., is a member of the faculty of Fork Union Military Academy, Fork Union, Virginia.

locate the course in which the student is likely to do his best and have his easiest time, and they assign that course for the student's first topic at Fork Union. This is to aid the student as he becomes accustomed to a new type of study and possibly becomes accustomed to being away from home for the first time.

Let us assume that the student has been assigned to an English course first. For the next eight weeks, he will be a member of a class of about eighteen boys, who will be studying nothing but English for a period of eight weeks. In all of their night study, since these cadets will be preparing assignments made by one teacher, the nightly load cannot be too heavy or too light.

The time spent in the classroom extends from eight each morning until one o'clock in the afternoon, with thirty minutes taken out in the middle of the morning for a chapel period. The class day is broken up into six different periods, but the students do not change from class to class as in the more conventional system. Fork Union does not lose five or ten minutes each period while waiting for students to change classes, since students remain with the same teacher. The teacher has his pupils for six periods a day, and he teaches them the first, third, fourth and sixth periods. During those periods, he may lecture, have recitation, or give tests. The teacher is left with the second and fifth periods for individual attention for his students in supervised study.

A cadet who makes a grade of A in his class for a week is allowed to be excused from the classroom the second and fifth periods, to study in his room. A student who makes a B is excused one of those periods. While the honor students are out of the room, the teacher spends his time with his slightly weaker students, reviewing them, and bringing them up to the level of the boys who have been allowed to leave the class. Naturally, there is a great incentive to the students to try to make grades high enough for them to be absent two of the six periods. Whenever it was structurally possible, the Fork Union classrooms have been built to include a glass-walled tutoring room, which allows the instructor to talk and explain to one or two students while not disturbing the entire class. While instructing only one boy, the teacher can still observe his class.

One of the features of the Fork Union system is that it does away with a concentrated period of examinations at the end of the school. Instead of taking all his examinations in a period of several days, a student takes an examination upon completion of each course, which means that he takes an examination about once a month. A period of eight weeks is the equivalent of an entire school year for each course, and therefore, the student takes two examinations under each of his teachers, one when he finishes the first half of his course and another when he finishes the entire course. He does not have to take examinations in all his courses at the end of the school year.

Many who hear about the system are quick to ask about the problem of boredom. Some think that having one teacher and one course would become too monotonous. Fork Union has found the exact opposite to be true. Disci-

pline is decidedly better under the new plan, largely because the student realizes that he will be under the teacher for the entire school day.

A veteran teacher who taught for more than thirty years under the old plan, put it this way, "We keep the interest of the cadets because interest comes only with mastery. This new plan has given us a method of doing a better job of teaching. The boys learn more, and, consequently, they devote their energies toward the subject because they understand more about the subject being taught."

The students and their parents have been whole-hearted in their praise of the system. At the end of the plan's first year, when a poll was taken among the Fork Union cadets (all of whom had always gone to school previously under other systems of teaching), the boys voted eleven to one in favor of the new plan. As far as it is known, no student has ever dropped out of Fork Union because of the plan of teaching.

By May 1st of each year, all students have completed their four major topics. At that time, a study is made of each boy's grades for the year, and the student is then re-assigned to the class in which he made his weakest mark, for four more weeks of study in that topic. In this way, it is impossible for a boy to go up to the next level without a thorough foundation. If a boy has made three B's and one D during the year, he must return to the teacher who gave him the D and do additional study in that topic. This gives the boy an opportunity to improve that grade. If he has just barely failed the course, he may repeat the course in half the time and take another examination. Thus it is possible for him to make up the failure in the same school year. For those boys making A's and B's, new courses, such as public speaking and radio electronics, are offered.

The one-subject plan of teaching is used at Fork Union from the ninth grade up through post-graduate high school. The school heads picked those years since they are the years in which a boy is most likely to develop his powers of concentration. The plan offers a tremendous help to the student who wishes to attend Fork Union for a year or two to receive courses specifically needed for college entrance. In most schools, for example, it would be impossible to take two years of a foreign language in the same year. However, at Fork Union, a boy may take Latin I during September and October, go on to Latin II in November and December, and then take plane geometry followed by solid geometry during the winter and spring.

If grades can be considered as any indication, Fork Union's system has been highly successful. Since the beginning of the plan, Fork Union's honor roll has doubled. Fifteen per cent of the cadets were honor students at Fork Union under the old plan, but now more than thirty per cent are found on the honor list. Failures have been cut in half. Classes once averaged a failing group of ten per cent, but, when the system had been in use only one year, this was cut to about five per cent failures. This figure has held steady since the one-subject plan's adoption.

The Junior High School and the Multiple-Period

AARON H. LAUCHNER

THE sun shone brightly on a clear autumn morning as I walked briskly toward the main entrance of a junior high school situated in the North Central area of the United States. It was in October and I was about to enter the nineteenth of seventy-one "intermediate" schools to be visited and studied by this roving junior high-school principal on a semester's leave of absence requested for the purpose of seeing and learning firsthand.

Not by accident was this junior high school included among the group to be studied. Scores of junior high-school principals, superintendents, book men, deans of colleges of education, state supervisors, and other interested men and women had provided names of junior high schools and junior-senior high schools to the tune of one thousand twelve, each school being recommended as having one or more strong features. I had come to this nineteenth school "on the itinerary" to observe "a fine job of working with students."

Two ninth-grade pupils met me at the door, led the way to the principal's office, and performed most acceptably in introducing visitor to principal. This was my first of many contacts with students that day.

The principal called in half a dozen student leaders to tell of the workings of the school. These young men and women explained in detail their organization by which small groups of students meet in laboratory sessions in the school auditorium to discuss subjects of real interest to them, while at the same time small groups of parents meet with faculty members for discussion of similar problems. These meetings are followed by home-room discussions, with home-room secretaries then reporting back to the main group. *This is meaningful activity* which promotes student growth in both written and oral expression, ability to think reflectively, the art of listening, wholesome interest in school, and practice in democratic procedure.

Later in the day two members of the student group conducted a wide-eyed visitor on a tour of the building, during which excursion they revealed true working knowledge of philosophy and practice of the junior high school they were privileged to attend. Students who know and understand why their school exists are far more likely to lend co-operation in the daily tasks of achieving objectives.

Aaron H. Lauchner is Principal of the Great Neck Junior High School, Great Neck, New York; and a Member of the School of Education Summer Staff, Northwestern University, Evanston, Illinois.

During the last period of the day I saw all students in assembly. No member of the faculty sat on the stage of the auditorium, but leaders of the student organization graced the platform with their presence. A young school citizen called the group to order; another introduced the speaker. At the conclusion of the talk to which everyone accorded the courteous attention they have learned through practice, the presiding officer thanked the speaker and adjourned the meeting. Each student who participated in this program performed in a manner which would have done credit to any member of the faculty; each did his job well because the school provides numerous opportunities for young men and women "to do the things we know they are going to do later on."

The day was waning as I took my leave of a principal, faculty, and student body who were to leave a mark on my thinking regarding junior high schools. With a pace less brisk than that which I had approached the building in early morning, I started toward the entrance. In the corridor my eyes fixed themselves on a large likeness of the great American for whom this junior high school had been named. *Thomas Jefferson Junior High School!* Thomas Jefferson, "Author of the Declaration of American Independence, of the Statute of Virginia for Religious Freedom, and Father of the University of Virginia." One of America's truly great men! How thrilling to have this junior high school bear his name!

That evening, as I sat in the hotel room recording events of the day, with thoughts turning again and again to Thomas Jefferson, one question kept presenting itself: *Were it possible for this champion of the people of colonial days to live again now, what would he think of Jefferson Junior High School? Of junior high schools?*

I knew that the questions were not good ones. No one, not even a thinker of Jefferson's stature, can make the leap from Rev. Maury's Latin School to Jefferson Junior High School! Not from a school which featured Greek, Latin, and French for boys in their early teens to one which features boys and girls! Not from a school which boarded boys "of good families" to a junior high school which is open to all the sons and daughters of all the people! Not from a school with a schoolmaster in a dark suit and high collar to one with a laboratory in citizenship! One cannot make the leap from the "Piedmont" area which sent its sons to boarding school or the "Tidewater" area from whose homes boys were usually sent to Europe to school.

Thomas Jefferson lived in a day that knew not mechanical devices which can compute and record the cost of seven and nine-tenths gallons of gasoline for a school lad's jalopy; Tom rode a horse to college. He knew neither telegraph nor telephone. No one of his day dreamed of picture shows, or television, or atomic energy.

Schools of that day were very, very small indeed. Leap from that sort of institution for learning to a junior high school housing hundreds of students?

With pupils both rich and poor, privileged and under-privileged, brilliant and dull, happy and unhappy, willing and unwilling, all under one roof?

What man of Jefferson's day could foresee such a school situation?

I shall not attempt to state what Thomas Jefferson might suggest for the school which bears his name. I like to think that he would recognize two facts which appear unknown to many: (1) Schools which are required to work with all children have problems unknown to early colonial days, (2) *The junior high school, with its problems arising because of the age group it handles, does not have the same approach as do elementary schools or senior high schools.* But I have no intention of probing into the past to ascertain his views on programs of study and activity in today's junior high schools. To do so would not be a practical way of studying the question, nor would it be fair to his memory. Thomas Jefferson was a great and learned man of his day, but that day was a far different one than we now face.

We used to quote another great American, George Washington, on the subject of avoiding "entangling alliances," and it sounded sensible until radio, jet planes, and atomic weapons of war came along. We are not educating children for living in colonial days! We are not educating for living in 1909 or 1910, when the first junior high schools were established at Columbus, Ohio and Berkeley, California.

This is 1955! Let us hope and pray we may keep that in mind. The junior high-school principal who insists that he is going to operate his school "as the founders of the 'junior high movement intended they should be operated" may have overlooked the simple fact that time marches on.

What has happened in the last few decades? Perhaps the most significant trend has been the enactment of compulsory attendance laws requiring boys and girls to remain in schools until they are sixteen or seventeen years of age. This has really done things to the junior high school; it is difficult enough to manage a youngster with low ability in elementary school, but it becomes a major problem to maintain interest of these boys and girls as they reach early adolescence.

When one considers the fact that millions of mothers of these junior high-school students are at work throughout the day, the picture becomes all the more alarming. In numbers of homes throughout the land, parents are too tired at the end of the day to lend the attention, sympathy, and understanding to youngsters who need it badly. Add the automobile, multiply by television, throw in tons of cheap reading material, and the problems of schools become more apparent. In the face of all this, Jefferson Junior High School and hundreds of other junior high schools are doing good jobs. But they've made some changes along the way! These may be recognized, at least, as trends.

The most significant trend in junior high schools today is that of having a group of students remain with one teacher for two or more periods (multiple period) while studying two or more subjects. The first junior high school on

my itinerary was combining social studies, English, and mathematics in a triple period for seventh-grade pupils; the last of the seventy-one junior high schools was making use of varying combinations of subject areas in grades seven, eight, and nine. In between, approximately four fifths of the schools visited were using some form of combination or were contemplating shifting to a multiple period arrangement.

This represents a reversal of earlier thinking in the junior high school. In the beginning, these in-between schools imagined themselves little senior high schools. They set up strict departmentalized programs, with accent on subject matter. Many years passed by before educators came to realize the fact that boys and girls completing sixth grade were being asked to make a big jump from a situation calling for one teacher to another with seven, eight, or nine instructors. There came also the realization that no one teacher in junior high school knew the pupil well. For these and other reasons the swing toward having youngsters remain with one teacher for a third or half of the school day began. It has taken hold fast.

The combination most commonly found in practice is that of English-social studies. These two subject areas work well together, and it is not difficult to find teachers to handle them. To these subjects, some junior high schools have added mathematics, grouping the three in a triple-period arrangement, while other schools have made science the third subject. A few schools have placed the four major subject areas of English, social studies, mathematics, and science under the leadership of one teacher in a four-period plan. Here and there may be found a junior high school which has two double-period groupings, English-social studies taught by one teacher and science-mathematics by another. All sorts of combinations are possible and may prove profitable if care is exercised.

These "block of time" arrangements are known as "core" in a dozen or more of the junior high schools which I visited, while in about an equal number schools the term, "common learnings" is used. One may observe such a program operating under the heading, "general education," or "unified studies," or "unified learnings." One junior high school calls its grouping the "home-room centered curriculum." A large number of schools are content to speak of their program as "combined studies."

In a junior high school in Michigan where a core program has been in use for some time, teachers bring together much of the materials we used to think should be departmentalized. A Minnesota junior high school places students under the direction of one teacher in a common learnings program which builds social studies and language arts around the needs and interests of the boys and girls. In a Maryland junior high school I spent a morning with a teacher in a home-room centered curriculum which provides for one group to remain with the instructor for half a day working around problems of interest and value. A New Jersey city has teachers of unified studies programs attempting to inte-

grate, to correlate, to weave together, to unify in related pattern, rather than pour knowledge in from so many different sources which may not know too much about each other, and which may care less. These and other junior high schools across the land are taking the lead in cutting across subject lines; they are combining subject areas in an attempt to bring about a stronger weaving together of learnings.

Hundreds of junior high schools which have not quite reached the integrating, fusing, unifying stage in their organization of classes and subject matter have adopted the block of time idea, with students being assigned to one teacher for two or more subjects. When principals of these schools are asked their reasons for changing to the multiple-period arrangement, they offer the following:

1. Makes for better correlation
2. Creates keener interest for students
3. Permits more effective directed study
4. Encourages greater use of the library
5. Results in better guidance and counseling
6. Develops teachers with broader outlook
7. Brings about greater ease and poise in school
8. Provides for pupil-centered approach rather than strict subject-centered
9. Allows for activities which require longer periods of time, as field trips
10. Presents school life as something not apart from the rest of the world

At this point it should be stated that few teachers have been trained for conducting core classes. Until recently, not much training has been going on. As has been indicated by numerous writers, many colleges and universities have sent out people so narrowed in a subject field that they have been unable to see boys and girls. A few junior high schools report department chairmen as being unwilling to favor any sort of combined program for fear some subject matter may be lost. On the other hand, it should be noted that thousands of teachers are eager to attempt work in unified programs but are afraid to give it a trial for fear of failure. On my tour I talked with them. They think discipline may slip away from them. They worry about the reception such a plan of operation may receive from the public—parents at times appear to want everything up-to-date except their schools. Teachers fret about possible loss of fundamentals. They question their own ability to make a success of the task. They ponder the absence of literature in the field. They look for evidence of success in the field of endeavor. *All of this is indicative of good thinking on their part.*

On the other hand, I observed teacher after teacher doing superior work in multiple-period operation. One lady who had taught traditional method for many years told me she hopes the day may never come when she might have to give up her work in common learnings. A principal in one of America's large cities insists that "children in common languages attend school better, skip less, read more books, conduct themselves in more desirable fashion about the

school, and show more interest in school than under the individualized, subject-centered program of former years." His school runs tests which show students doing better in fundamentals than in the days of departmentalization. In one new school in California, all teachers were employed to teach common learnings classes including social studies, language arts, and mathematics. Success is achieved because everyone is trained for and a believer in what she is doing. *That is the key.* Where teachers have been trained for this type of operation and are, therefore, confident of success, satisfactory results are achieved. No school should attempt any such program without adequate in-service training of its faculty.

Any discussion of the multiple period would be incomplete without mention of arguments raised against the plan by school men and women who oppose the idea. Many of these opponents are strong junior high-school people. One principal of a junior high school, a man for whose leadership I have high regard, is strongly opposed to students having two or more periods of classwork daily with one teacher. He states:

1. Children like a change in scenery.
2. They like to move.
3. They don't want it like grade school.
4. They don't want to be stuck with a bad teacher for two or three periods daily.
5. They want to make more friends.
6. They fear one teacher for two or three periods might become boring.
7. They want time to pass fast, and feel it will with separate teachers for each subject.

It is interesting to observe that these children have never experienced a combined-subjects period in junior high school and neither has their principal. Most of the arguments presented will not stand up; aside from those items numbered four and six, little can be said for the reasons advanced.

The Ohio principal who insists that not enough teachers are prepared for the plan to warrant giving it a try knows what he is talking about; that factor has been discussed. The teacher who pointed out the possibility of a common learnings instructor tending to emphasize one of the two subjects in far greater degree than the other was striking at an important phase of the problem. The principal who called the multiple-period idea "just a new fangled notion" was, in my opinion, attempting to defend his own unwillingness to make any changes. For the administrators and teachers who expressed some fear that "fundamentals may be lost sight of," I have wholesome respect; personally, I think it should be strongly emphasized that no program should be instituted in the schools without having guaranteed methods of checking to ascertain accomplishments in academic areas. Nearly all junior high schools using such a plan have set up testing programs.

How should a junior high school which desires to launch a program in combined studies go about it? First, I shall report on some schools which went

about it unwisely. In one city a junior high-school principal learned in late spring that his school would go on a core program in September of the same year. Neither the principal nor any teacher on his staff had had experience with this method of procedure. When I visited that junior high school, I found a staff bogged down in insecurity, worrying about possible failure; the principal was experiencing difficulty in maintaining morale. In a large city which has several junior high schools, the assistant superintendent of schools told me, "We moved too fast; we were not ready for it. No wonder we are having our troubles."

Several communities have had difficulties along another line; they have combined two or three subjects into one area and provided but one mark on reports to parents. Fathers and mothers were not prepared for such innovation; they were willing to accept one mark covering history and geography as social studies, but they balked when the one mark was extended to include the subject of English in the "core." At least three junior high schools among those I visited have abandoned the giving of one mark for "common learnings" and have returned to the issuing of separate marks in social studies and English.

In an Eastern city where the fusing of subjects into a double-period of "unified studies" has met with considerable success, the method of approach was commendable. Several years ago two or three teachers in one of the junior high schools of the city worked out some units which they introduced in experimental classes which combined language arts and social studies. The plan attracted favorable attention, and other teachers asked permission to join the "pioneers" in the field. Gradually other teachers joined the ranks of those who were teaching multiple-period classes until, when I visited the system in 1950, each seventh- and eighth-grade student in the city was being taught social studies and language arts by one teacher. There is no insecurity; there is no fear of failure. The request for this change came from the ranks, from teachers who work with boys and girls. The teachers worked out and exchanged units of instruction; they devised ways of improving methods. Parents feel secure because their teachers feel secure and because their children are showing great progress.

A very fine junior high school in a North Central state has had unusual success with its common learnings program. There is good reason for this success; several years ago the principal of the school was able to interest members of his faculty in attending a summer workshop on the subject of combined studies. This brought the confidence essential to the launching of a program. This junior high school has done very, very well with common learnings; it has the proof. Parents in the district are thoroughly sold on the idea.

Not all junior high-school principals can be as fortunate as one with whom I visited on the West Coast. This lady had been placed in charge of a new school for which all teachers selected had had experience in and liking for the

common learnings program. The school has the double-period arrangement in grades seven, eight, and nine; it launched its career with that arrangement. It is a good way to accomplish the trick.

In a city in the Southwest is a junior-senior high school which has been operating a unified studies program for some ten years. During that time, as new teachers were needed in the school, the principal has been able to handpick the type instructor needed for a particular situation. The result has been interesting; every pupil in the school has at least one teacher with whom he spends no less than 100 minutes daily. Year after year, teachers and administrators of this school have joined hands in preparing units of instruction for unified courses; they have assembled the most comprehensive library of materials of which I know. The plan is highly successful in this school because all hands believe in what they are doing and work hard at the job.

To any junior high school which is thinking seriously of moving from a strict departmentalized organization into a multiple-period arrangement, words of wisdom might run like this:

1. Be sure you want to initiate such a program.
2. Seek out information in the field.
3. Secure the blessing of the administration.
4. Provide literature for the faculty.
5. Find one or more teachers ready to take the lead.
6. Sell the proposal to key people, as librarian, counselors.
7. Select a name or title which will bear scrutiny.
8. Discuss the matter fully and frankly with all teachers.
9. Suggest that everyone withhold judgment until plans have had fair trial.
10. Acquaint parents with the program contemplated.
11. Talk with students who will be in group.
12. Provide in-service training; bring in an expert to conduct a workshop.
13. Encourage attendance at a university.
14. Determine a good, sound testing program to ascertain results.
15. Start with a small group of teachers who will give the plan all they have.
16. Arrange for constant evaluation and revision.

Actually, the multiple-period plan, which calls for students to remain with one teacher for two or more periods daily, is not new. Good elementary school teachers have been integrating subject matter in the upper grades for years. No doubt some of them were doing it in Thomas Jefferson's day.

Educating for Citizenship Through the Student Council in the Junior High School

HAROLD B. BROOKS

FOR many years the student council in the Benjamin Franklin Junior High School, formed as a ninth-grade elective class, has been meeting five days a week. However, with improved ideas and greater emphasis on student council work, the staff came to believe that this phase of the program could be made more effective. Therefore, during the year 1950-51, a faculty committee voluntarily undertook a careful study of student government as a possible means of improving the school. In their study, they visited the local junior high schools as well as junior high schools in adjoining school districts for observations, consultations, and discussions. In particular, they visited those schools whose successful student organizations had been described in the literature^{1,2} which they read as a part of their self-imposed task.

Preliminary to their activities, the committee set up a series of questions concerning student participation in government as a guide to them in their investigation. Prominent among the questions were these: (1) How is a student government organization planned and developed? (2) What are the main responsibilities of a student council? (3) Who are the members of a council and how are they chosen? (4) What are the generally approved qualifications for membership in a student council? (5) What are the duties of the various council members? (6) How is the work of the council made effective throughout the school? (7) How are home rooms effectively organized? (8) How is the student council related to the home rooms? (9) How are students from seventh and eighth grades as well as the ninth grade brought into active participation in student government and in the general improvement of the school?

The answers which the faculty committee found, compiled, edited, and finally put into effect constitute the basis for the present government of the school, as here reported:

First of all, the committee decided that the best goals conceivable included full participation by all students; careful training in governmental procedures;

¹ Bertrice N. Baxter, "Student Body Organizations and Functioning," *Bulletin of the National Association of Secondary-School Principals*, XXXV (April 1951), pp. 117-119.

² George K. Drake, "We Teach Them To Lead," *California Journal of Secondary Education*, XXVI (December 1951), pp. 477-483.

Harold B. Brooks is Principal of the Benjamin Franklin Junior High School, Long Beach, California. Dr. Brooks is a Past President of the National Association of Secondary School Principals.

wide development of leadership; improved and constantly improving citizenship; better understandings between faculty and students, and among students of the three grades; co-operation with PTA and other civic groups; carefully supervised operation; competent sponsorship;³ improved morale; and constant appraisal of results by all concerned. This set of goals when put down on paper seemed a large order.

However, undaunted by the size of the job, the committee began immediately to set up the plans which would make these goals attainable. Basic factors named by the late Miss Baxter were included in this step of the planning. Miss Baxter's formulation, as quoted by Koos,⁴ "urges that (1) 'a student governing body should be representative' so that every student through his representative has a voice in making decisions pertaining to student activities; (2) 'a student governing body should be a governing body in fact—not in fiction,' because 'there is nothing which disillusion youth more quickly than to be given a *pseudo* problem to solve'; (3) 'a student governing body should have its area of responsibility determined' so that the area is distinguished from the areas for which teachers and administrators are responsible; (4) 'a student governing body should be dynamic' through continuous evaluation, deletion from, and addition to its structure. This principal is convinced that the final solution of a problem is of less importance than the learnings that take place while the problem is being solved. These learnings are in the direction of 'making democracy work' and in line with the basic purpose of such organizations, which is training for citizenship."

To reach the goals they themselves had set up, and to follow the formulations of Miss Baxter, the committee, with student approval:

(1) Set up home rooms, composed in every case, of one-third seventh-, one-third eighth-, and one-third ninth-grade pupils, boys and girls separate; and on a totally heterogeneous basis as to IQ's, social backgrounds, behavior, and athletic ability.

(2) Built a home-room program on a weekly basis which would require four sessions of fifteen minutes per day and one session of thirty minutes.

(3) Strongly recommended that a sponsor stay with the same home room three years for the establishment of more thorough understandings and rapport on the part of all.

(4) Stated that the council should consist of the presidents of the home rooms, four officers elected from the student body at large: president, vice-president, secretary, and treasurer; and seven commissioners elected by the council.

(5) Made an elective class of the ninth-grade council members, meeting four days a week as a class and one day a week for council business, with reports

³ Frederic T. Shipp, "How Can the Student Council Function More Effectively in the Secondary School?" *Bulletin of the National Association of Secondary-School Principals*, XXXIV (March 1950), pp. 28-33.

⁴ Leonard V. Koos, *Junior High School Trends*, New York: Harper and Brothers, 1955. p. 95.

of the council business meeting to be carried back to the home rooms by the presidents during the long home-room period.

(6) Provided for free exchange of ideas between home rooms and council.

(7) Included teachers and staff members in the organization by making them sponsors of home rooms, council, and committees, with advisory duties in all these and/or other student groups, if and when requested.

Home rooms, set up as proposed by the committee, thirty-two in number, offer all students in the school a democratic center for preliminary discussion and action upon all questions of importance to self-government. Questions, discussions, and recommendations are relayed by the presidents to their own council meeting. There final decisions are made and reported back to the home rooms. In this process, all students and teachers are informed of all that is accomplished by the council. If objections arise, they are noted and sent to the next council meeting. In these home rooms, ninth-grade students, in their third year of experience, naturally exert greater leadership than the second-year eighth-grade or the first-year seventh-grade pupils, although all have equal votes. Through experience or lack of it, the group sorts itself into what might well be likened to craftsmen, journeymen, and apprentices. The lower categories now are in process of training for later promotion to widening responsibilities and increasing leadership.

The primary emphasis in the home room is on participation and leadership in citizenship activities. In addition to the guidance which results, carefully developed resource units in guidance are available for use in each seventh-, eighth-, and ninth-grade social living class which meets for a double period five days a week. Each home room, being evenly matched in athletic ability, participates in a well-organized program of seasonal sports carried on at the close of school each day.

The council transacts the business of the student government. For all meetings, it follows an agenda which have been prepared previously by the executive board, composed of the student body officers. Among its many yearly accomplishments are these:

(1) Helps make a master calendar of all student activities.

(2) Encourages good attendance and promptness by means of awards and home-room contests followed by citation parties for winners. (Pupils win recognition from the faculty and the student body and have fun while learning to be good citizens.)

(3) Makes a budget and approves expenditure of student body funds.

(4) Actively works to develop good community relationships through co-operation with several agencies, such as, the Parent Teacher Association; Congress of Youth Co-ordinating Council; the National Association for the Advancement of Colored People; and through field trips to the city juvenile

department; the municipal and state courts; the city manager and council (Youth Day); the recreation commission; and the state employment bureau.

(5) Sets up and enforces standards of conduct in halls, cafeteria, assemblies, and on the school grounds.

(6) Conducts all-school elections by secret ballot.

(7) Handles all money drives, including campaigns to raise student funds by means of talent shows and faculty-student ball games. Assists in collecting for city-wide drives; such as, Community Chest, March of Dimes, and Junior Red Cross.

(8) Acts as an advisory board to deal with violations of student council rules, excessive tardiness or absences, and appeals from home rooms for help in solving problems.

(9) Assists with the student body store.

(10) Holds class dances and parties, including the citation parties held twice each year.

(11) Discusses and recommends qualifications for membership on the council. (The original council developed the standards for council membership and each succeeding council has confirmed the qualifications after full discussion. These are an average of C in all class work and an average of B in citizenship. A D in citizenship disqualifies.)

Individuals within the council have specific duties and responsibilities assigned to them, as follows:

The President

1. Plans the programs and sees that all necessary arrangements are made for council meetings.
2. Presides at meetings of the council and sees that the business is conducted in accordance with parliamentary law.
3. Appoints committees and supervises them in the discharge of their duties.
4. Calls special meetings of the council when necessary.
5. Welcomes new students and assists in making them happy at Benjamin Franklin.
6. Supervises all general student body activities.

The Vice-President

1. Presides over all meetings in the absence of the president.
2. Attends all advisory board and traffic court meetings.
3. Takes charge of the campaign and election assembly for student body officers each semester and tallies the ballots for student body officers and announces the results.

The Secretary

1. Keeps a careful and authentic record of all the proceedings of the council.

2. Handles all official correspondence of the council.
3. Keeps all official papers and copies of all letters.
4. Reads all papers concerning the council and passes them on to the commissioner of records.
5. Calls meetings to order in the absence of the president and vice-president.

The Treasurer

1. Assists in collection of funds for drives.
2. Assists with the student store and pop-corn machine.
3. Helps in the preparation of the budget.
4. Handles all financial matters for the council.

Student activities are organized under the leadership of seven commissioners who assist the various group presidents and committee chairmen. The commissioners and activities are as follows:

1. *Commissioner of Girls' Affairs*

Girls' Athletic Association
Girls' League
Girls' Home Rooms
Girl Scouts

4. *Commissioner of Fine Arts*

Art
Music
Journalism
Mimeographing

2. *Commissioner of Boys' Affairs*

Athletics
Boys' League
Junior Optimist
Boys' Home Rooms
Boy Scouts—Sea Scouts

5. *Commissioner of Activities*

Assemblies
Faculty-Student Games
Play Night
Friday Nighters
Grade Dances

3. *Commissioner of Service*

Cafeteria
Halls
Grounds
Junior Red Cross
Fire Drills
Stage Manager
Color Guard
Secretarial Help

6. *Commissioner of Records*

Citizenship Reports
Service Points
Citation Chart

7. *Commissioner of Justice*

Advisory Board
Traffic Court

Being elected to membership on the council is considered a high honor, prized and much sought after. In other words, council membership becomes a realistic goal that all students may use as a challenge to their own individual abilities.

In addition to the ninth-grade council, one seventh-grade and one eighth-grade social living class have been developed as leadership classes. These groups are composed of the strongest pupils in each of the two grades who have ability as potential leaders. They in turn are given special responsibilities in their home rooms. Frequently during the year, these leadership classes meet with the student council.

Finally, in both home rooms and council, evaluation of day-to-day work is carried on continuously by both students and sponsors. Improvements are constantly being sought and made. Mistakes are corrected. New fields of endeavor are developed. Progress is made in accomplishments—not the least of them is the constant training of new leaders and the development of an ever expanding democracy.⁵

By way of summary, the chief reasons for the success of this program are:

1. Self-government is organized around all the home rooms and the council.
2. Unity, instead of fragmentation into separate groups, is achieved by reason of interclass organization of the home rooms and their close interconnections with the council.
3. Details of the student organization and activities are well known to pupils, teachers, and parents and are accepted by them.
4. Opportunities are abundantly provided for pupils to learn citizenship and leadership through participation in the activities of the school and through the discussions of problems of vital interest to them.
5. Initiative and originality are encouraged.
6. Possibilities for improving the school are recognized and proper action is taken.
7. Evaluation of work accomplished is continuous and dynamic.
8. Co-operation by an interested, ambitious, optimistic student body, school staff, and school community results in pupils learning to be good citizens and effective leaders.

* Roland C. Faunce, "How Can the Student Council Function More Effectively in the Secondary School?" *Bulletin of the National Association of Secondary-School Principals*, XXXIV (March 1950), pp. 33-39.

THE STUDENT COUNCIL IN THE SECONDARY SCHOOL

THE fourth edition of this most famed of all student council handbooks has just come from the press. It is completely new, having been revised by a group of prominent educators, authorities in the field of student activities. It contains 294 pages (16 chapters) of helpful information on everything from how to organize a student council to money-making projects.

Price per copy: *Paper bound*, \$1.50; *Cloth bound*, \$2.00. Discounts: 2-9 copies, 10%; 10 or more, 20%.

Order from National Association of Secondary-School Principals
1201 Sixteenth Street, N. W., Washington 6, D. C.

A Principal's Letter to Student Council Members

WILLIAM A. ZIMMERMAN

AN ACTIVE student council deserves and needs the support of the students, the faculty, and the school administrator. The principal can demonstrate his interest to the student council members themselves by attending student council meetings whenever possible; providing time for council officers or committees to consult him; supporting council activities and projects; keeping in close communication with the student council faculty adviser; and encouraging individual council members and officers.

At the beginning of the school year (or immediately after student council members have been elected) the principal may wish to speak to the student council as a group. This author sent a letter to each council member at the outset of the school year. The letter was very favorably received because it provided tangible evidence of the principal's interest and support. This letter is reproduced below:

To all members of the Student Council:

Your fellow students have elected you to one of the most important student offices in this school. By your actions and by the actions of the Student Council, the faith of your fellow students in you will be justified.

What is the Student Council? What does it do? Can we profit by working with the Student Council? What does membership in the council mean to you? To me, the letters in the words **STUDENT COUNCIL** stand for:

SERVICE—The Student Council is primarily a service organization. Your most important function is to serve your fellow students.

TACT—In working with and for your fellow students, you must always be tactful. No council decision or action should intentionally offend or disturb.

UNLIMITED POSSIBILITIES—For a good, hard-working Student Council, the possibilities for constructive contributions to the well-being of the entire school are almost unlimited.

DEMOCRACY—Your meetings are democratic. Each person should feel absolutely free to express his own opinion. Each member should feel that he is an accepted member of the group.

EXPERIENCE—The experience you gain on the Student Council should prove extremely valuable to you in the future.

NOBILITY OF PURPOSE—The actions of the Student Council should be characterized by noble purposes.

THOROUGHNESS—Any project or job done by the Student Council must be thorough and complete.

William A. Zimmerman is a Graduate Assistant in the School of Education of Syracuse University, Syracuse, New York. He was recently Principal of the Shenendehowa Central School, Elnora, New York.

CO-OPERATION—Student Council members should co-operate with each other, with the student body, and with the faculty.

OTHERS—"You can best serve yourselves by serving others." It is the welfare of others that you should constantly bear in mind.

UNBIASED JUDGMENT—The decisions of the Student Council should be characterized by fairness and unbiased judgment.

NUCLEUS—Just as the nucleus controls the activities of a living cell, the Student Council functions as the nucleus of the entire student body.

CHARACTER—Your fellow students chose you as their representative because of the quality of your character.

INITIATIVE—Student Council members should be capable of independent and intelligent action.

LEADERSHIP—You, as a Student Council member, have been recognized as one of the leaders in your class. Fellow students have confidence in you.

With sincere best wishes for an active and successful year,

Sincerely yours,

William A. Zimmerman

AWARDS IN GRAPHIC ARTS

AMEDAL to be presented by graphic arts teachers to students in the graduating class of junior, senior, and vocational high schools in recognition for outstanding merit in the graphic arts courses will be awarded for the first time during this school year by the International Graphic Arts Education Association. The IGAEA, an affiliate of the Education Council of the Graphic Arts Industry, is the professional association of graphic arts teachers now in its thirty-sixth year. Awarding of the medal was authorized by IGAEA at its Annual Conference on Printing Education held July 3-8, 1955, at Carnegie Institute of Technology, Pittsburgh, Pennsylvania, which brought together over 175 graphic arts teachers and printers from all parts of the United States and Canada.

Graphic arts teachers will obtain the medal either directly from the headquarters office of the International Graphic Arts Education Association, or from the local printing trade association in their communities. The medal, together with a certificate, will be presented by a local printer during a school Awards Assembly or during the Commencement Exercises to the student in the graduating class selected by the graphic arts teachers for having performed outstanding work in the graphic arts course. Other students activities of IGAEA include participation in the Ford Industrial Arts Awards Contest, the Columbia Scholastic Press Association Typographic Design Contest, Junior Achievement Club Program, Junior International Benjamin Franklin Society (student graphic arts clubs) Program, and the Boy Scouts of America Merit Badge Programs in printing, bookbinding, and photography. For further information, write to International Graphic Arts Education Association, 719 Fifteenth Street, N. W., Washington 5, D. C.

The Team And I

WILLIAM S. STERNER

THE central role of a student council in a modern secondary school seems to be wrapped up in the concept of the team and I. We have common goals and the team approach is a desirable approach to these ends. The high school is a good place for students to learn well how to work together with others. However, the team trying to solve school problems includes many persons in the school, young people as well as adults. You and I may both be on the team.

Despite this team approach to solving school problems, we still find some people talking about student self-government. Recently a large metropolitan daily played up the idea that students attending a student-council conference were to "give advice to principals." The paper said that student representatives at this meeting would tell what student councils want and expect from their high-school principals. I regretted reading this sort of thing in the public press because, it seemed to me, this brief article reported only one function of the student council. It failed to note the fact that communication through the council should be a *two-way street*. It is *not* the job of the student council to tell the principal how to run the school, but the council can direct the energies of the students to work with the principal, teachers, and adults in the community in order to solve many school problems. We believe today in student participation in school management rather than in the obsolete notion of student self-government. We recognize today that there are certain areas in which the student council has *no* authority to act: teachers' salaries, amount of homework, length of school year. On the other hand, students have sole jurisdiction in other areas such as electing whom they wish as representatives. But, the largest area of council authority is the one in which students, faculty, administration, and other adults try co-operatively to work out solutions of school problems. It is this teamwork theme that the newspaper should have emphasized in its short paragraph on this conference.

The team approach to solving school problems brings together three major groups: the students, the faculty, and the administration of the school. In some respects, our team resembles a three-legged stool. Each member of the team represents several forces that should be brought to bear on the solution of many school problems. The roles each team member should perform will be discussed later. First we should note that each major group on the team should

Dr. William S. Sterner is Associate Professor of Education, Rutgers University, New Brunswick, N. J.

recognize the social situation in which the school functions. The school exists in a legal setting and must operate within a framework of laws affecting many of its every-day activities. These laws must be observed by all members of the team. Also, in a democracy, a feeling of security should be engendered by a permissive atmosphere to think, act, and speak with mutual respect for the feelings, rights, and abilities of others. Inadequacies and shortcomings of each person are things to be overcome, not ridiculed. Rarely does a heated argument solve anything because it sheds insufficient light on the issue at hand. Finally, it should be recognized that each major group mentioned above probably has a distinct contribution to make to the solution of certain school problems. Let us build for the common good on the strengths of the team members.

When I listed among the team groups the administration of the school, you may have thought of one man, the principal. In reality, though, the administration represents many persons and groups concerned with school problems. The principal is the responsible leader of the school. He is delegated certain responsibilities by the superintendent of schools and the board of education in the community. He must function within more or less clearly defined educational policies of the state. Furthermore, he is often expected by the public to reflect the generally accepted mores of the community and the dominant beliefs of local leaders. Sometimes he is given much latitude in which to function. Other times, he is hemmed in by restrictions expressed or implied. He is not always a free agent to do as he pleases, to experiment with some project or activity in the school, or to allow students to act as they would like to act (even though the behavior is acceptable conduct in other communities). Thus we can see that the administration is in reality not just one man who sits in judgment on council activities, ready to veto its acts at the drop of a hat. He is probably the most important single force in solving school problems because he represents officially the community which is supporting the school. It must be remembered, in passing, that all powers of the council are delegated by the principal to the council. Authority that he has given can be taken away.

In most schools, the student-council adviser is appointed to his post by the principal of the school. To a large extent, he represents the faculty and administration in the eyes of the student council members and officers. It is his job to assist students in their efforts to practice what they have learned about the democratic process. His role is that of teacher, but not in the usual sense of formal classroom procedure. He is expected to help students to carry on worth-while projects without seeming to assign certain tasks. He must attempt to work through the students, yet allow them sufficient initiative to decide on which activities to undertake, how to proceed with them, and how to evaluate their success. Sometimes students will protest that the sponsor talks too much in meetings when in reality he may only be trying to explain the policy of the school, to point out some violation of parliamentary procedure, or to fill in a

vital point inadvertently missed by the student president. These illustrate the teaching role of the adult assigned to help council members.

There is much that faculty members, individually and collectively, can do to aid the student council. Many activities cannot be carried out successfully without the wholehearted support of certain faculty members. Dances need to be chaperoned. Collection of money requires the aid of home-room teachers, the faculty treasurer, and many others. Then, too, the teachers can aid the council by acting as listening posts, in ascertaining student morale and opinion, and in evaluating the success of council activities. They must remember, though, that they should not abdicate responsibilities that can best be carried by adult shoulders and solved by minds that have had professional training and experience. They need to continue to make decisions in matters such as pupil discipline, content of courses, and instructional procedures. However, they should tolerate suggestions of pupils even in these areas where adult responsibilities are greatest. Finally, they should respect student judgment in areas where the students have chief jurisdiction.

As faculty members, guidance counselors find themselves playing many of the same roles as other teachers. Problems close to the students are sometimes detected by counselors in guidance interviews. Maybe the counselor finds symptoms that good sportsmanship is declining in the school; or maybe there is some cheating on examinations. Sometimes the guidance department can aid students in their selection of council members and school officers by emphasizing the qualities of leadership prior to council elections. On the other hand, many student councils help guidance departments by preparing freshmen handbooks and by assisting in the orientation of new students. Probably guidance counselors can best aid council members, council advisers, and school principals in identifying and solving school problems. Many times this co-operation functions behind the scenes.

Each one of the adults named above has been specially prepared for his role as teacher, counselor, sponsor, or principal. He chose to do this kind of work and, presumably, he has had some special talent for performing well. But, to a degree, this is not so in the case of students elected to the student council. Even though they may have wanted to become council members or officers, they may have much to learn about managing their own affairs. Recognition of this need for help can lead to valuable leadership training. The students need to become familiar with many things such as the council's constitution, parliamentary procedure, desirable projects, *etc.* There is much to learn. But then it must be remembered that the student council is primarily a learning device for the students.

Other students look to council members for leadership in solving school problems. Council members represent their fellow students. As elected representatives they should speak not alone for themselves but also for their constitu-

ents. They must keep their fellow students informed about council affairs and should ascertain student opinion of council activities. Council officers should be expected to exert considerable leadership for the good of the school. Students should recognize that some school problems are not their responsibility. Even though they suggest changes, final decision may be in other hands. However, in those areas where their responsibility is greatest, they should exhibit their ability to make decisions and to carry out their program. Greater authority will be granted to students when they have demonstrated that they can accept responsibility.

That is the lineup of our team. The season has already begun. If each one plays his role well, the season will be a success and many school problems will be solved to the satisfaction of all concerned. Students will show evidence of having learned democratic ways. They will exhibit their ability to act with freedom and responsibility. They will not try to tell the principal how to run his school. If all goes well, council sponsors, guidance personnel, and school principals will be the unsung heroes of the season. The students will carry the ball and get most of the credit. This is as it should be. They must learn to live democratically by practicing now. The student council in your school can help the next generation to learn the role of citizenship in a democracy.

NEA PUBLICATIONS

RURAL Education—*A Forward Look*, 1955 Yearbook of the Department of Rural Education, NEA (486 pp. \$3.50, with quantity discounts) is based upon information from many sources in the 1954 National Conference on Rural Education. The yearbook analyzes trends, issues, and problems pertinent to the organization, financial support, and operation of schools in the smaller communities. It summarizes a decade of progress in rural education, but the main emphasis is on the look ahead. It also contains complete texts of the major addresses made during the 1954 conference.

Education of the Gifted, Educational Policies Commission, NEA, (88 pp. 50c per copy, with quantity discounts) is a policy statement that was first issued by EPC in 1950 but has been out of print for some time. Continued interest and demand led to its reprinting.

Encouraging Future Scientists: Available Materials and Services by the Future Scientists of America Foundation, National Science Teachers Association, NEA. (24 pp. Free) is the third edition of a bibliography of student awards programs, career information and guidance materials, and summer employment opportunities.

If You Want To Do a Science Project by the Future Scientists of America Foundation, National Science Teachers Association, NEA. (20 pp. 50c per copy or 25c each for two or more sent to same address) is a booklet designed to give students some "do's" and "don'ts" for science project work.

The Ampli-Sonic Vibroscope for Classroom Instruction

WILLIAM T. RAWLEY

THIS article concerning the Ampli-Sonic Vibroscope will be of special interest to secondary-school principals and to science and physics instructors, both at the secondary and college levels of education. Although the Ampli-Sonic Vibroscope was primarily designed to be used as a tuning aid in the tuning of pianos and electronic organs and employed with a set of tuning forks created in equal temperament, subsequent tests conducted at a prominent technological institute established it as an excellent piece of scientific equipment for us in the study of sound waves. The Vibroscope makes it possible for the untrained ear to gain aural access to what is known as the "field of beats." Both instructor and student are now able to hear, with dramatic clarity, the "beating" of one frequency against another.

The Ampli-Sonic Vibroscope is used to amplify and prolong the tones of tuning forks. It can be used with forks of any frequency. A sensitive contact resonator is inserted in the crotch of each vibrating fork (see photo). By so doing, the various fork frequencies are conveyed to the mixer tubing where the beat or beats are generated and passed along to the operator's ears by means of the bi-aural headset. Using these special contact resonators, the Vibroscope will amplify the tones of as many as four tuning forks simultaneously, thus making it possible to project the total sound wave form with its various background beats, both fast and slow.

In the picture on page 83, the student is listening to the tones of three different tuning forks; namely, A-440, A-441, and C-523.3 cycles per second. The beats generated in the central mixer tubing are as follows: 1 cycle per second and a "secondary difference frequency" of 356.7 cycles per second. The student hears these fast and slow beats with amazing clarity. This intimate aural observation of fork tones and resultant beats holds the undivided attention of the listener.

A specially prepared instruction manual containing thirty-five interesting experiments is provided with every Vibroscope used in high schools and colleges. Four high-quality tuning forks accompany each unit. These forks are created with the following inherent frequencies: A-440, A-441, C-523.3, and F-349.23

Mr. William T. Rawley is the Originator of the Ampli-Sonic Vibroscope. Further information can be secured by writing him at Wardsboro, Vermont, Box 111.

cycles per second. With these four tuning forks, it is possible to conduct a wide variety of fascinating experiments.

Illustrative of the types of experiments in Part I of the manual, designed for the secondary-school level of education, is an experiment showing how the tone of a tuning fork can be lowered in pitch a full tone, only to have it return to its original pitch in a matter of seconds. In another experiment, the Vibroscope with its contact resonator, reveals how the energy proceeding from one vibrating fork can be transferred to a motionless fork, with no physical contact being effected between the two. In still another experiment, a one cycle per second pulsation existing between an A-440 fork and an A-441 fork can be made to disappear through temperature control. There is also an interesting experiment, requiring the aid of a small short-wave radio set, in which the Vibroscope is employed to test the accuracy of a A-440 tuning fork, comparing the fork tone with the transmitted A-440 tone emanating from the Bureau of Standards in Washington, D. C.

In the section of the experiment manual designed for college use, the phenomenon of beats is intimately observed through the amplifying medium of the Vibroscope. Single and multiple beats are clearly heard. Fast and slow beats are superimposed. So-called "primary difference frequency" beats and "secondary difference frequency" beats are mathematically and aurally ascertained. A comprehensive table of "secondary difference frequencies" and progressive beat rates guides the student through twenty-two experiments proving out an acoustical proposition which challenges, to a degree at least, one accepted law in the science of sound propagation as observed through the field of beats. The student is able to create beat rates ranging from .9 c.p.s. to 7.47 c.p.s. simply by employing the Ampli-Sonic Vibroscope to "mix" the frequencies of three totally different tuning forks. This program of experimentation holds the interest of the student throughout, and it stimulates original thought since it is seen that the Vibroscope has extremely broad experimental possibilities when employed to amplify the tones of three and even four tuning forks.

The Ampli-Sonic Vibroscope can also be used as an inexpensive means of testing the student's sense of hearing. In this capacity, the device is employed to convey the beat existing between two tuning forks, namely, A-440 and A-441 c.p.s. With the two forks excited to a maximum vibratory motion and with the instructor using a watch to time the period through which the student is able to hear the beat, the test is conducted to determine if the student is able to follow the pulsation for the normal time-period of fifty-five seconds. Any impairment in hearing would be measured by the extent of time-period through which the student falls short of the fifty-five seconds. Serious deviation would of course indicate the need for further tests.

The Ampli-Sonic Vibroscope is endorsed by Henry J. Schluter, Chief Acoustical Engineer at J. C. Deagan, Inc., world-renowned creators of percussive



The Ampli-Sonic Vibroscope makes it possible for the untrained ear to gain aural access to what is known as the "field of beats." Here the student is listening to the tones of three different tuning forks and is now able to hear the fast and slow beats with clarity.

instruments and tuning forks. It is currently being tested abroad for use with English made tuning forks. The device has been tested and approved for use in colleges by a prominent technological institute located in the East. Arlo Monroe, Headmaster at the Leland and Gray Seminary, Townshend, Vermont, states, "The use of this instrument makes possible easy demonstration of the fundamental principles of sound transmission in science and physics classes. The equipment is not complicated; it can be readily manipulated to demonstrate individually the principles desired and is inexpensive. I heartily endorse its consideration for use at the secondary level." This endorsement appears in connection with Part I of the experiment-manual. Informed sources express the opinion that the Ampli-Sonic Vibroscope should be included as an essential item of scientific equipment in all modern science and physics laboratories.

The Effect of Teaching to Pass Tests

ROY V. LOF

HOW many times have you heard a teacher say, "You'd better learn this. It's in the test"? The chances are that there have been many such times. If you were a student when you heard it, perhaps you felt a bit of gratitude toward the teacher for giving you this tip, but did you ever think of some of the more serious consequences of the type of teaching which keeps emphasizing what is in the test? First of all, this approach is an indication that an instructor is more intent on teaching tests than on helping students reach course objectives. It is true that tests should reflect those course objectives; but, in view of the fact that tests only sample the objectives, tests cannot be expected to replace them. Instruction should be aimed at course objectives. Tests, too, should be aimed at course objectives. But to aim instruction at tests alone is unsatisfactory for these reasons:

1. The objectives at which a test is aimed are, in most cases, incompletely reflected by the test. Therefore, instruction which is aimed at the test is almost always incomplete.
2. The test itself becomes a goal. As compared with course objectives, the test is too frequently a false goal. Psychological studies have shown that what we learn for one purpose we do not apply effectively to another purpose. If the purpose, then, is to pass the test at the end of one phase of training, the knowledge and skills which are "learned" will not usually be applied in job situations at a later date.
3. The test may be an inaccurate reflection of the course objectives. Despite improvements in test construction techniques, both for written and performance examinations, the validity of test items should still be widely questioned. Do the items actually measure what they are supposed to measure? Just because this question has become trite by frequent repetition is no reason to stop asking it. In far too many instances the question has not yet been answered satisfactorily.
4. A *good* test may become an inadequate measure of achievement if it is used as the objective of instruction. For example, in many cases it is desirable to use questions which require student thought rather than memory work. But if instruction is aimed at the test, it often happens that students are encouraged

Roy V. Lof is Educational Specialist in the Operations Office of the 3310th Technical Training Group, Scott Air Force Base, Illinois. Permission to reprint this article from the *Air Training Command Instructors Journal*, (Volume V, No. 4, Fall, 1954, issue, pages 251-54.) was granted by the author and by the editor of the *Journal*, Russell N. Cassel, Major, USAF.

to memorize the results of someone else's thought and thereby do well on the test. When this happens, the test, which would be an excellent measure under conditions where instruction was aimed at the objective of improving student thought processes, becomes invalid—it no longer measures what it is supposed to measure. In other words, instruction which is aimed at a test can invalidate that test as a measure of achievement of course objectives.

5. The results of test analysis may become meaningless of their use even detrimental to test validity when instruction is aimed at a test. As an illustration of this point consider a situation in which an information question is incorrectly keyed. Instruction which aims toward the test will then cause students to learn misinformation in order to answer the test question "correctly." The better students in the group will very probably learn this misinformation better than the poorer students. An analysis of the test item will probably show that more good students than poor students chose the keyed response. The person analyzing the test, if he does not recognize the mis-keying of the item, would probably conclude that the item is very good—that it discriminates well between good and poor students. This is just one fairly clear-cut example of what may happen. Many more subtle situations arise which tend to have the same effect. What it adds up to is that an item analysis program, if it is to be helpful in test improvement, depends upon a predominance of good instruction aimed at course objectives.

6. Aiming instruction at tests does not appeal to the mature individual. In fact, the procedure often antagonizes the student who can see the long-range objectives for attending school. And, perhaps of greater importance, it does little to give the immature individual a more mature attitude toward his purposes in life.

These are some of the effects of failing to aim instruction at the course objectives. But the question remains: Why is this such a problem? Why do teachers often aim their instruction at tests rather than toward course objectives? There are probably several reasons besides those which follow, but these seem to be of particular importance. An instructor may avoid teaching toward course objectives and aim instruction toward tests because:

1. The course objectives are unrealistic in terms of job requirements. Under these circumstances teaching toward the test is at least *practical*, which is more than can be said for teaching toward the course objectives. Obviously, if the instructor's judgment is correct, steps must be taken to revise the objectives and content of the course. On the other hand, if his judgment is wrong, he will need to learn either through an in-service training program, personal experience, or self-study that he was wrong and that the course objectives can be relied upon as a guide to instruction.

2. Tests may not measure stated course objectives. If they do not, instructors are usually under considerable pressure to aim instruction toward the tests rather

than toward course objectives. The solution to this problem lies in improving test validity. This is no small problem and it requires constant effort and ingenuity on the part of those responsible for developing valid tests.

3. Tests and test results may be emphasized too much by the school administration and supervisory staff. It may appear to be salesmanship in reverse, but it is often necessary for those responsible for the testing program to point out to administrators, supervisors, and instructors that the tests are not as good, not as infallible, as they may be inclined to consider them. The rather widespread belief that a person can do most anything if he has a test score to justify his action is more in the nature of flattery to test constructors than it is honest respect for test limitations. To oversell the merits of present achievement testing programs will, in the long run, do more harm than good to scientific measurement programs. Any scientific program which is worthy of the name faces squarely its own limitations.

4. The conditions discussed above may have caused an instructor to develop the *habit* of aiming his teaching at tests, so that he continues the practice after these conditions have been improved. It would seem, however, that it would be a mistake to assume that habit was to blame unless the three conditions previously discussed had been thoroughly investigated and found to be of minor significance. How, then, should the problem of habit be dealt with if the other conditions discussed have been corrected? There might be a strong temptation to "solve" it by directive. However, it would usually be a mistake to deal with it in this way. It is possible to *direct* that certain types of statements not be made to students; but when this is done, lingering attitudes often speak eloquently without words. Effective supervision and in-service training should provide a better solution.

If an instructor is to concentrate on teaching toward course objectives, what should he do when a student asks, "Will we be expected to know this in the test?" Shouldn't students be allowed to know quite specifically what is required of them? Certainly they should. But does it need to be explained to them in terms of what is in the test? How much better it would be if the instructor's reply to the student's question were something like this: "The objective of this part of the course is to train you to use regulations to do your future job. In that job you will not need to memorize the form numbers which are mentioned in this regulation because you will always have the regulation available for reference. Therefore, it is not one of the objectives of this course that you memorize these form numbers." Of course, if the test objectives and course objectives do not agree—if the test does require students to memorize form numbers, to use the example above—the instructor will be on the spot. He may be required to give some general indication to students of test content. But this should be only a temporary expedient while test and course objectives are being brought into agreement.

Tests have long been considered a source of motivation for students. Whether the motivation provided by tests is of the type which improves student proficiency on the job after leaving school has often been questioned. But assuming that tests do provide some beneficial motivation, will the force of this motivation be reduced by teaching toward course objectives rather than teaching toward tests? The chances are that it will not. Most students are interested in knowing where they stand. It is a very natural interest which does not need to be forced. And it would seem that if this natural interest were supplemented by the more realistic interest which should be generated by teaching toward course objectives, the overall motivational effect should be much improved.

In the final analysis, any time an instructor feels that his best reason for teaching a certain topic is because "it's in the test" there is a problem which needs attention. Someone, whether it be the instructor, supervisor, or administrator, must define the problem specifically if it is to be solved, and usually it will require the co-operation of all of these people to work out the solution. The attitudes of all toward tests are involved in accomplishing the improvement of instruction which will probably be needed.

WHAT PRICE EDUCATION!

DURING the current 1955 fiscal year, beginning July 1, 1954, it is estimated that the Federal government will spend \$63.97 billion. Of that amount, 66 per cent will go toward military purposes, including the development of atomic energy; 10.4 per cent can already be written off as interest on the national war debt; 6.9 per cent for veterans' benefits. In other words, the cost of present and past wars amounts to 83.3 per cent of the estimated expenditures.

The defense share of the national budget is \$35,270,000,000 or 72.2 per cent. Social security, health, education, and welfare share \$1,804,998,000 (or 3.83 per cent) of the national budget. The argument could be piled up. We don't need to pile it up too much further in order to ask the question, "Why can we get endless sums to blow the world to bits and only minute sums to give life meaning?"

The answer seems to lie in our unwillingness to face the stark cold fact that man faces not only personal but also generic death. The idea is too fantastic to grant. We have been saved so far by the fact of stalemate. This is not a positive fact, and in this way we have become growlers at the feet of fate; we have backed into history. Certainly by no stretch of the imagination could we be called masters of our destiny.

I prefer to face life, and facing it, argue that we would be more secure if we took 13 of the 33 billion and trained our youth in agriculture and science, sent them out to share the world's hunger and to seek its alleviation. Thus, the world might use food as a sacrament rather than a political football.—Kermit Eby in "What Price Education" (pp. 27-31), the *Junior College Journal*. Sept. 1955, p. 29.

The Extracurricular Activities of the Senior High Schools of Utah

ELLIS S. McALLISTER

IN 1951 when the Utah State Legislature established a public school survey commission for the purpose of studying the schools of Utah, it was requested that the extracurricular activity program be included in the study of the curriculum by the instruction committee. This study was a fulfillment of that request and dealt specifically with the extracurricular activity program as a part of the instruction in the senior high schools of Utah. The purpose was to determine (1) the objectives of the extracurricular program and the contributions of the program to the aims of secondary education; (2) the status of the extracurricular activity program in the high schools of Utah, the existing practices, and how these practices compared with those recommended by leaders in the field of school activities; (3) the contributions of the activity program to the needs of youth and the general educational program as appraised by teachers, students, and lay citizens; and (4) areas of strength and weakness in the program. Only the seventy-four senior high schools in the state were included in the study.

The survey of existing practices in the extracurricular program in the schools was made by a fifteen-page questionnaire sent to the principals of each school. Data from the questionnaire were tabulated, analyzed, and presented in a written report to the Public School Survey Commission. The original data were used in this study. To evaluate the extent to which the extracurricular program contributed or failed to contribute to the needs of youth and the general educational program, a fourteen-page evaluation document was prepared. Two teachers, two students, and two lay people at each school were asked to serve as an appraisal committee by completing the document. The data from these forms were also tabulated, analyzed, and reported to the Public School Survey Commission. The original data were used in this study to evaluate the extracurricular activity program.

CONCLUSIONS

A. The following conclusions were based on the findings from the principals' questionnaires as to the *practices that exist in the general areas of the extracurricular program* in the senior high schools of Utah.

Ellis S. McAllister is Principal of the Ben Lomond High School, Ogden, Utah.

1. Extracurricular activities were well supervised and controlled in most schools.
2. A wholesome condition existed in that there was broad participation in the activities sponsored by the Utah High Schools Activities Association, which helped to standardize and control the program.
3. The activities appeared to be well balanced in regard to number and variety offered.
4. Most schools reported extensive participation by students in the majority of activities.
5. In regard to geographical limitation of interscholastic events, two thirds of the schools felt that athletics should be conducted on a state level, and over half of the schools indicated that speech activities should be limited to a regional basis.
6. The practice of scheduling activities on school time and giving credit for activity classes was favored by most schools.

B. The following conclusions were based on the findings from the evaluation documents submitted by the appraisal committees, composed of teachers, students, and lay people, regarding the *contribution of the extracurricular program to the aims of secondary education and the needs of youth* in the senior high schools of Utah.

1. In general, a wholesome contribution was made to the aims of secondary education and the needs of youth.
2. Extracurricular activities were considered important in contributing to such values as training for leadership, socialization, opportunity for group experience, improving discipline, and developing the ability to get along with others.
3. A wholesome contribution was made to the development of character, personality, and citizenship in the life of the student.

C. The following conclusions were based on the findings in the *specific areas of the activity program* as reported by the principals and the evaluating committees of teachers, students, and lay citizens.

1. The home-room program in the high schools was weak due to lack of time in the school schedule. The practice, as reported by the principals, of allowing ten minutes daily for the home-room period failed to meet the standard criteria as recommended by leaders in the field. Teachers, as a group evaluating the program, indicated the lack of time was a serious problem.
2. Student participation in school management should be strengthened. The appraisal committees indicated that the contribution of this activity was excellent; however, the practice as reported by the principals indicated some weaknesses. Nearly 100 per cent of the schools had a constitution, but less than half of the schools had a home-room type of student representation which was the recommended standard criteria. Also, there was a great lack of student committees.
3. The practices, as reported by the principals, of using a class period for the assembly program, and of having a committee of faculty and students supervise the program, were in line with recommended standards. The evaluating committees indicated there should be greater correlation between the assembly and class work. There was also lack of facilities and time to plan and prepare good assembly programs.

4. The practice of supervision and limitation of social events by a committee of faculty and students was in line with the criteria as recommended. The evaluating committees indicated there was a lack of students' learning social graces and proper etiquette in the social activities. They also indicated a weakness in that the program failed to provide sufficient leisure time guidance.

5. The practice, as reported by the principals, was for school clubs to meet out of school time. Also, very few schools chartered their clubs. Both of these practices failed to meet the criteria as recommended. The evaluating committees indicated the supervision of the club program was excellent, but that there was little opportunity for students to join a club. Nearly three fourths of the principals reported only one to six clubs in their school.

6. Most schools scheduled dramatics on school time and participated in festival work, which was in line with the criteria as recommended. However, the evaluating committees indicated that students did not have sufficient opportunity to plan and help manage dramatic projects.

7. The practice of scheduling speech classes in the school day and of giving all students an opportunity for speech activity was generally reported, which was in harmony with recommended practice. However, the evaluating committees indicated there was a lack of opportunity for students to read extensively and prepare themselves to appear before an audience. Teachers indicated that leadership, as provided through good speech, existed only to a small extent. Students felt there was little opportunity to help plan and manage speech tournaments and projects. There was indication that the carry-over of the speech program into daily life was not meeting its potential. The program was found to be well supervised.

8. Participation in the music program was good. The practice of scheduling music classes in the school day and of students participating in festival work was in line with recommended procedure. Students indicated there was little opportunity for the musically gifted student to be discovered and developed. The total responses indicated there was little opportunity for students to be original and creative in music activities.

9. All principals reported that their schools produced a newspaper and a yearbook. Time for publications was allowed in the school day, which was in line with recommended criteria. However, very few schools produced a magazine and a student handbook, which were recommended. The evaluating committees indicated the publications were well supervised, but felt that the publications program could be improved by giving a greater opportunity for the portrayal of school life and by providing an outlet for activities growing out of the classroom.

10. The athletic program was good, generally speaking. The practice of having the athletic program an integral part of the educational program was in harmony with recommended criteria, as well as the reported opposition to

girls' participation in interscholastic sports. A weakness in the program, reported by the principals, was that there was not broad participation in intramural sports. Also, there was little participation in some interscholastic sports—golf, tennis, swimming, and wrestling. The evaluating committees agreed with the principals that the athletic program grew out of the physical education program and was an integral part of the educational program. The appraisers agreed with the principals that variety of participation in sports was lacking. They also felt that the community should be better informed as to the aims and values of the athletic program and that students should have a greater opportunity to assist in planning and managing athletic projects.

11. The commencement program in the high schools was reported to be on a high standard. Principals reported the practice of using the modern type of graduation program that was creative and dramatic and used a new theme each year. The practice was for a committee of administrators, faculty, and students to plan and supervise the commencement program. This met the recommended criteria. Teachers, students, and lay citizens endorsed the practices as reported by the principals as being excellent.

12. The financing of the activity program appeared to be on a stable basis. Practice, as reported by the principals, indicated that nearly 100 per cent of the schools used the centralized type of financial organization. Student activity cards were used by all schools. A high percentage of students purchased the activity cards, which did not seem out of line in cost compared with the median cost over the country. There was no indication that undue pressure was put on students to purchase activity cards. Although the practices of financing the activity program met the recommended criteria, the evaluating committees pointed out that funds for the program were not adequate and that students should have a greater opportunity to plan and approve the budget.

RECOMMENDATIONS

The study indicated that the extracurricular activity program in the senior high schools of Utah has made a wholesome contribution to the general educational program and the needs of youth. However, as weaknesses have been indicated in some areas, the following recommendations based on the findings were made:

1. More time and careful planning should be devoted to the home-room program. Greater stress should be given there to individual and group guidance.
2. Every school should have a representative type of student council with student committees that give a maximum opportunity for student participation.
3. Administration and faculty should see that adequate time and facilities are allowed to prepare the assembly programs. There should be a close correlation of the assembly program with class work.

4. In the social program, greater stress should be given to teaching students proper etiquette and social grace. More attention should be given to leisure time guidance.
5. More schools should take advantage of the wholesome contribution the club program can make to the school. The student council in the school should charter the clubs.
6. In dramatics, music, and speech, students should have an opportunity to help plan and manage projects related to these activities. More students should have an opportunity to participate in speech activities. If they cannot do so through elected classes, then opportunity should be provided through required classes, such as English and social science. In music, students should have an opportunity to be original and creative and the gifted student should not be neglected.
7. All students should have an opportunity to participate in athletic sports; more facilities should be provided for golf, swimming, and tennis. Schools should provide an intramural program with broad participation and a variety of sports. The season and number of contests in athletic sports should be limited in order to keep a balance in the program. The community needs to be informed as to the values and aims of the athletic program. If the student body is unable to finance its athletic program, it should be subsidized by the board of education. Emphasis should be placed on the values of athletics as they contribute to sportsmanship, team work, co-operation, health, *etc.*, rather than championships.
8. Schools should publish a school magazine and a student handbook. Publications should reflect school activities and be an outlet for activities growing out of the classroom.
9. More attention should be given to helping underprivileged student participate in school activities. If they cannot afford an activity card, ways and means should be provided whereby they may work to pay for it. Schools should give students the opportunity to plan and approve their student body budget. Continual effort should be made to keep school costs to a minimum.

SUGGESTED AREAS FOR FURTHER STUDY

The present study suggested the need for further research in the following areas:

1. More extensive study should be given to the athletic and forensic programs before a final recommendation should be made as to the limitations of interscholastic activities on a geographical basis.
2. Additional study should be given to the intramural program of the state. All boys should have the opportunity to participate in sports.

3. Case studies in particular schools could be made of student participation in extracurricular activities. It would be well to know what percentage of the student body participates in the activity program.

4. There is a need to study the financial status of the athletic program. Contests are promoted and over-emphasized in order to increase gate receipts. The Educational Policies Commission of the National Education Association recommended that school boards underwrite the athletic program.

5. School districts should initiate studies of their own similar to the Utah State Public School Survey, using lay people in the community as well as professional people to evaluate their educational program.

HAVE YOU READ?

"THE Lesson Our Schools Don't Teach" by Donald Robinson in the October 1955 (pp. 40-41 ff) issue of the *Woman's Home Companion*.

"What's Happened to the Little Red Schoolhouse?" by Elizabeth Pope in the October 1955 (pp. 52 ff) issue of *McCall's Magazine*.

"We Abolished Study Halls" by Robert H. Shreve in the October 1955 (pp. 94-97) issue of *The Clearing House*.

"Nation Tackles School Crisis" by the editors of *Life* magazine, in the September 26, 1955 (pp. 31-37) issue.

"How Safe Are School Lunches?" by Alice Lake in the October 1955 (pp. 32-33) issue of *Redbook Magazine*.

The September 1955 issue of *Juvenile Delinquency Digest* published by American Visuals Corporation, 161 East 32nd Street, New York 16, New York and edited by Russell J. Fornwalt, Vocational Counselor, Big Brother Movement (subscription rate \$3 for 12 issues; simple copies, 35 cents). This issue and subsequent issues review means by which schools are spotting potential delinquents and how schools are treating these delinquents.

"Are We Plaguing Our Students with Too Many Tests?" by Howard G. Spalding in the September 22, 1955, (pp. 11T-12T) issue of the *Junior or Senior Scholastic Teacher*.

The July 22, 1955, issue of *The American School Board Journal* contains the following articles: "Shall Vocational Education Be Developed as Separate School Units or as a Part of Comprehensive High Schools?" by M. D. Mobley (pp. 24-25); "How One School Evaluates Its Teachers" by Elmer G. Bowes (pp. 40-41); and "In-Service Custodial Training" by A. H. Glantz (p. 42).

The October 1955 issue of *The School Executive* contains the following articles: "What Makes a Good Teacher?" by Josephine B. Wolfe (pp. 60-62); and "Substitute Teachers Are Important" by Victor E. Leonard (pp. 62-63).

The October 1955 issue of *Nation's Schools* contains the following articles: "Principals as Leaders" by Kimball Wiles and Hulda G. Grobman (pp. 75-77); "Erie Studies Each Child" by John M. Hickey (pp. 78-81); and "Preventive Maintenance of Buildings" by C. M. Cornell (pp. 104-108).

"Why Our Kids Can't Write" by Theodore Irwin in the September 10, 1955, (pp. 24-25 ff) issue of *The Saturday Evening Post*.

Awards Problem Rests with Each School

WENDELL M. HOUGH, JR.

THE desirability of giving individual awards for outstanding achievement in the secondary school is a controversy of long standing. And, it has not been resolved by the hundreds of articles and pamphlets which have appeared presenting would-be panaceas. Administrators have long been harassed by educational consultants, civic organizations, parents, and even teachers, all of whom have definite and frequently conflicting convictions about the desirability of these awards and want their ideas manifested in practice. The fundamental reason why so many persons are dissatisfied with individual awarding practices would seem to be that some secondary-school officials have based their policy toward individual awards on the findings and opinions of persons and groups who are not closely associated or not representative of the particular school. In the end, many administrators find themselves and their faculties implementing policy on individual awards with no valid nor reliable evidence related to their particular situation.

A great deal of literature on individual awards has been published in the last fifteen years. Although some experimental research has been done and reported, the vast majority of literature is primarily opinions based on related research and personal observation. Up to the present time, according to Paul Thomas Young, writing in the 1950 edition of the *Encyclopedia of Educational Research*, directly related experimental research does not support nor negate the general desirability of individual awards as incentives to learning. Nor has it been able to show that positive or negative concomitant factors of learning are significantly influenced by the presence or absence of individual awards for more than the tested situation. It is true that isolated research has set forth applicable findings relative to controlled situations, but, because the variables are so great in each experiment and the research is dangerously limited and contradictory, one cannot draw supported generalizations from the available data.

A recent survey¹ of opinions concerning individual awards showed that there were wide differences in opinion within and among groups of educational writers, teachers, and students. It was thought that observations of those persons closely associated with the educative process would serve as basic justifica-

¹ This survey was made by the writer in preparation of a master's thesis entitled "A Study of Opinions Concerning Individual Awards at the Secondary-School Level," while a graduate student at the University of Florida, Gainesville, Florida.

Wendell M. Hough, Jr., is a Teacher of English-Social Studies in the Lincoln High School, Ferndale, Michigan.

tion for a position relative to the individual awards problem, but the diversity of opinion shown in the results revealed that an "either or" position was untenable if opinions were used as supporting evidence for an unqualified generalization.

Opinions surveyed included over one hundred educational writers, one hundred and two Florida high-school teachers, and one thousand and forty-three high-school seniors from a number of counties in Florida. Opinions of educational writers were collected from the literature. This sampling continued until the opinions fell into definite patterns of reasoning and at a point at which further sampling would have been repetitious. Opinions of teachers and seniors were collected by questionnaire from counties considered representative by a recent Florida Citizens Committee. Some of the findings were:

1. A majority of educational writers would either abolish or de-emphasize individual awards. More would abolish than de-emphasize these awards.
2. Fifty per cent of the teachers would either give more emphasis to individual awards or would continue present practice. Forty-five per cent would either abolish or de-emphasize them.
3. A majority of the students seemed to favor the giving of individual awards. However, over half of the students were dissatisfied with present practice.

Reasons for the respective positions taken by those surveyed were analyzed rather extensively, and they resulted in patterns which were diametrically opposed. The conclusion seems to be warranted, therefore, that the desirability of individual awards for all or a majority of secondary-school students cannot be determined either by a study of the experimental research or of the opinions of persons associated with the secondary school in general. The research is inadequate, and the opinions are too diverse for a generalization relative to the best practice. Individual school policy on the problem should not and actually cannot justifiably be determined by findings unless these findings result from a study within the individual school. This study, however, can be made and the results, when incorporated into policy, will be as defensible as the study is representative.

With few exceptions every person surveyed had a definite reason for his answer as to the desirability of individual awards. Although over twenty different reasons were given, they all involved, either directly or by implication, three basic questions: (1) Do individual awards stimulate learning? (2) Can individual awards recognize the most outstanding accomplishment? (3) Are individual awards an integral part of our economic, political, and social system? In light of opinions surveyed, the degree to which an individual would answer these questions in either affirmative or negative terms would be commensurate with the degree of emphasis he would give individual awards.

The above questions are not easily answered because considerably more than a "yes" or "no" response lies behind them. An unqualified answer would be very difficult to defend; the considerations resulting for one's analyzing these

questions, however, reveals his position. The intricate nature of these questions is seen in their reflection of basic issues in secondary education—what learning experiences youth should have and for what purposes should these experiences be made available. But they are not so complex that individual schools cannot adopt policies based on their own accepted criteria. Reactions to the questions can be evaluated and action taken in terms of the goals, objectives, and accepted teaching methods of each school. Thus, the problem might be stated as follows: After studying our reactions to the three fundamental questions concerning individual awards and the implications necessarily involved, what should be our school policy?

The thinking of those persons surveyed should provide an excellent starting point for administrators who desire a defensible school policy on individual awards. The following summaries bring together this current thinking which expresses a position in answer to the three questions. No one person is responsible for these summaries. They are compiled from many educational writers, teachers, and students and are woven into as consistent lists as seemingly possible. Any statement which seems unpalatable must be attributed to antithetical positions and reasoning as revealed in the survey. If an educator's or student's position were to be analyzed in terms of the following statements, component parts of his argument as reflected in these statements would, more than likely, entail matters of degree. The summaries are objective insofar as the opinions sampled permit and the comments selected for inclusion are representative. The categories "agree" and "disagree" denote that persons would either agree or disagree with the respective three questions as justification for the giving of individual awards.

The following summarize the thinking on question one: *Do individual awards stimulate learning?*

Agree:

1. When individual awards are offered to students for outstanding work, they will strive harder in their learning activities to achieve them; hence, there is more learning.

2. Because many persons cannot realize the intrinsic worth of a learning activity, extrinsic motives which may or may not be relevant to the task should be held up before the learner as incentives.

3. Although individual awards may not in themselves contain motivating powers, they are, in our society, exchanged for the real incentives students know and will strive to attain, such as status, prestige, and recognition.

4. Students who have not received an individual award have an opportunity to do so; therefore, they are never without an incentive to work harder. Those who have received one or more awards know the satisfaction which accompanies the achievement of an individual award.

Disagree:

1. Individual awards motivate only the few who can meet the standard of achievement. Students who actually need motivation are not motivated by individual awards.

2. Slow learners tend to become apathetic and complacent toward learnings when standards are beyond their reach.
3. Attitudes, emotions, and other psychological factors can be negatively tainted when individual awards are given to a select few.
4. Intrinsic motivation is the desired motivation, and the giving of individual awards tend to lessen the chances of student motivation through the intrinsic satisfaction accompanying the completion of a learning experience.

The following summarizes the thinking on question two: *Can individual awards recognize the most outstanding accomplishment?*

Agree:

1. Many adults are selected for advancement every day; their employers may make mistakes, but they do not want the procedure stopped.
2. Hard work should be repaid; individual awards serve this purpose.
3. A material token enables persons outside of the school to recognize a student's high-school achievement.
4. Individual awards many times provide the incentive for outstanding students to continue the pursuance of an activity in which they can excel.

Disagree:

1. It is impractical, if not impossible, to select the best student in any field where subjectivity is of necessity a factor in determining the best.
2. Many school faculties have been proven ridiculous as a result of their selection on the most outstanding student.
3. For as many students who have been stimulated to continue study in a particular field there have been as many others who have stopped their study as a result of an individual award.

The following summarizes the thinking on question three: *Are individual awards an integral part of our political, economic, and social system?*

Agree:

1. It would be unrealistic and contrary to the very premises upon which our society functions to de-emphasize or abolish individual awards.
2. The giving of individual awards in one educational experience which will enable students to adjust to the prevailing competitive cultural environment in which they will find themselves upon graduation.
3. If the concept of competition is not made real to secondary-school students, the school personnel is disillusioning the students it purports to be educating.
4. Individual awards provide a means by which outstanding leadership can be identified early in a person's career. Many leaders of today arose in our competitive system because they found awards to be commensurate with their output.

Disagree:

1. Competition in our society is made possible through co-operative efforts. If students are to become participants in our society, we cannot enhance an extreme competitive outlook which necessarily follows from the many negative ramifications of the giving of individual awards.
2. While adults compete for those things they desire and can possibly attain and do not compete for others, students are forced to compete regardless of whether they can attain the goal, or whether they even want it.

The above considerations resulted from an intensive study of wide ranges of opinion from many sources. They point up, however, that there are two very decided positions. And, the survey showed that these positions are supported by an almost equal number of persons. Although individual awards are widespread in the secondary school and their continuance appears inevitable for the present, the survey revealed that a majority of the students is dissatisfied with present practice, teachers are not secure with the implications of the giving of these awards, and a majority of the leading educational writers would de-emphasize or abolish them altogether. Because too many uncontrollable variables and basic values are involved, the problem is not going to be resolved by generalizations spoken by this or that authority. Its solution must emerge from the particular situation in each secondary school.

There probably is no clear cut procedure by which administrators can arrive at a policy on individual awards, but just as with almost all school problems there are ways to attack and adequately meet issues of this nature. The problem has been identified for a long time by those associated with the school; getting concerned persons together as a representative body is certainly a first step. The student council, other student organizations, PTA, lay groups, and the faculty all have a very necessary role to play if enough data are to be gathered for substantiated school policy. These groups can, of course, begin their evaluation from their own considerations. The study from which the data presented here came, however, indicated that consideration of individual awards would boil down to the three basic questions and the thinking inherent in the positions as presented above. Consequently, it is suggested that from this data lie the points of attack.

Having the problem identified and defined, the administrator should consider it his responsibility to bring together the thinking of all those concerned with the individual school situation. A representative committee can then examine the expressed viewpoints and subsequently organize the thinking in such a way that the basic concepts and issues can be brought to the attention of those involved. The final step is a decision, and this should not be made until all those concerned are familiar with the possible solutions.

Gaining consensus on the problem will be no easy task because you will find similar differences of opinion as were uncovered in the survey. But a consensus for action will be attained if students, teachers, and laymen are involved in an evaluation which brings the issues to the front. These issues necessitate one's taking a position. Once the positions are known, each school should be able to formulate a workable and acceptable policy which will have resulted from the co-operative efforts of those whom the decision will affect. School policy concerning individual awards has no other justification. And, as of the present time, neither research nor authority can refute a school policy on individual

awards which reflects the thinking of those who are an integral part of the particular school.

SELECTED BIBLIOGRAPHY

Abrahamson, Stephen. "Our Status System and Scholastic Rewards," *The Journal of Educational Sociology*. April 1952, 441-50.

_____. "School Rewards and Social Class Status," *Educational Research Bulletin*. January 1952, 8-15.

Alper, Thelma R. "Memory for Completed and Incompleted Tasks as a Function of Learning: An Analysis of Group Data," *The Journal of Abnormal and Social Psychology*. October 1946, 403-20.

Ashby, L. W. "Awards Away," *The School Executive*. April 1940, 26-7.

Axtel, P. H. "The Value of Well Done," *The Journal of Education*. April 18, 1932, 317.

Beatty, W. H., et al. "Shall We Use Rewards and Punishments?" *Fostering Mental Health in Our Schools*. pp. 170-78. 1950 Yearbook of the Association for Supervision and Curriculum Development. Washington, D. C.: The Association, 1950.

Bird, Charles. *Social Psychology*. New York: D. Appleton-Century Co., 1940.

Burton, William H. *The Guidance of Learning Activities*. New York: Appleton-Century-Crofts, Inc. 1952.

_____. *The Nature and Direction of Learning*. New York: D. Appleton and Co. 1929.

Broome, E. C. "Prize Competition in the Schools," *The Journal of Education*. June 1943, 609-11.

Byran, R. C. "In Defense of Honors and Awards," *The School Review*. June 1943, 348-52.

Chapman, J. C., and Feder, R. B. "The Effect of External Incentives on Improvement," *The Journal of Educational Psychology*. October 1917, 469-74.

Cunningham, Ruth. "Goads or Goals?" *Childhood Education*. November 1946, 119-23.

Davis, Robert A. *Educational Psychology*. New York: McGraw-Hill Book Co. 1948.

Davis, W. Allison, and Havighurst, Robert J. *Father of the Man*. Boston: Houghton Mifflin Co. 1947.

Dewey, John. *Democracy and Education*. New York: Macmillan Co. 1920.

Doab, Leonard W. *Social Psychology*. New York: Henry Holt and Co. 1952.

Educational Policies Commission. *Learning the Ways of Democracy: a Case Book of Civic Education*. Washington, D. C.: The Commission, National Education Association, and American Association of School Administrators. 1940.

Flaum, Laurence S. *The Activity School*. New York: Harper and Bros. 1953.

Forlano, George. "School Learning with Various Methods of Practice and Rewards," *Teachers College Record*. January 1937, 339-41.

Frank, Mary, and Frank, Lawrence K. "Awards and Punishments," *Childhood Education*. January 1951, 221-24.

Frederick, R. W.; Ragsdale, C. E.; and Salisbury, Rachel. *Directing Learning*. New York: D. Appleton-Century Co. 1938.

Grambs, Jean D., and Iverson, William J. *Modern Methods in Secondary Education*. New York: William Sloane Associates. 1952.

Gruber, Frederick C., and Beatty, Thomas Bayard. *Secondary School Activities*. New York: McGraw-Hill Book Co. 1954.

Guthrie, Edwin R., and Powers, Francis F. *Educational Psychology*. New York: Ronald Press Co. 1950.

Hartmann, George W. *Educational Psychology*. New York: American Book Co. 1941.

Heaton, Kenneth L. *The Character Emphasis in Education*. Chicago: University of Chicago Press, 1935.

Hilgard, Ernest R., and Russell, David H. "Motivation in School Learning." *Learning and Instruction*, pp. 36-68. Forty-Ninth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1950.

Hurlock, Elizabeth B. "An Evaluation of Certain Incentives Used in School Work," *The Journal of Educational Psychology*, March 1925, 145-59.

Irwin, Leslie W. *The Curriculum in Health and Physical Education*. St. Louis: The C. V. Mosby Co. 1944.

Johnston, Edgar G., and Faunce, Roland C. *Student Activities in Secondary Schools*. New York: Ronald Press Co. 1952.

Kilpatrick, William Heard. *Foundations of Method*. New York: Macmillan Co. 1926.

—. *Philosophy of Education*. New York: Macmillan Co. 1951.

Kingsley, Howard L. *The Nature and Conditions of Learning*. New York: Prentice-Hall, Inc. 1946.

Knight, F. B., and Reemers, H. H. "Fluctuations in Mental Production When Motivation Is the Main Variable." *Journal of Applied Psychology*, September 1923, 209-23.

Lee, J. Murray, and Lee, Dorris May. *The Child and His Curriculum*. New York: Appleton-Century-Crofts, Inc. 1950.

Leuba, Clarence J. "The Measurement of Incentives and Their Effect: A Contribution to Methodology and Orientation Resulting from the Experimental Use of Incentives," *The Journal of Social Psychology*, February 1932, 107-14.

Maller, J. B. *Co-operation and Competition: An Experimental Study in Motivation*. Teachers College Contributions to Education, No. 384. New York: Bureau of Publications, Teachers College, Columbia University. 1929.

McConnell, H. S. "Prizes and Rewards in Religious Education," *Religious Education*, April 1939, 110-14.

McKown, Harry C. *Extracurricular Activities*. New York: Macmillan Co. 1952.

Morgan, J. J. B. *How To Keep a Sound Mind*. New York: Macmillan Co. 1949.

Mursell, James L. *Psychology for Modern Education*. New York: W. W. Norton and Co. 1952.

Norman, R. B. "What Devices for Recognizing and Encouraging Student Achievement?" *The Bulletin of the National Association of Secondary-School Principals*, May 1949, 134.

Mansperger, Martin M. "What Devices for Recognizing and Encouraging Student Achievement?" *The Bulletin of the National Association of Secondary-School Principals*, May 1949, 139.

Oberteuffer, Delbert. "Rewards in Sports Programs," *The Journal of Health and Physical Education*, May 1947, 289 ff.

P. K. Yonge Laboratory School, Gainesville, Florida. Uncompleted survey of awarding practices in laboratory schools by committee of teachers, students, and parents, 1954.

Rivlin, H. N. *Educating for Adjustment*. New York: D. Appleton-Century Co. 1936.

Ryans, David G. "Motivation in Learning," *The Psychology of Learning*, pp. 289-331. Forty-First Yearbook of the National Society for the Study of Education, Part II. Bloomington, Ill.: Public School Publishing Co. 1942.

Simpson, Robert G. *Fundamentals of Educational Psychology*. Chicago: J. B. Lippincott Co. 1949.

Skinner, B. F. *Science and Human Behavior*. New York: Macmillan Co. 1953.

Smith, Heith G. "Why We Discontinued or Curtailed Honor Awards," *The Clearing House*, January 1937, 283-86.

Stephens, J. M. *Educational Psychology*. New York: Henry Holt and Co. 1951.

Strang, Ruth. *An Introduction to Child Study*. New York: Macmillan Co. 1951.

Thorndike, E. L. *Human Nature and the Social Order*. New York: Macmillan Co. 1940.

_____. "The Influence of Irrelevant Rewards," *The Journal of Educational Psychology*. January 1933, 1-15.

Thorndike, E. L., and Forlano, George. "The Influence of Increase and Decrease of the Amount of Award Upon the Rate of Learning," *The Journal of Educational Psychology*. September 1933, 401-11.

Trow, William Clark. *Educational Psychology*. Cambridge, Mass.: Houghton Mifflin Co. 1931.

Wallin, J. F. W. *Personality Maladjustments and Mental Hygiene*. New York: McGraw-Hill Book Co. 1949.

Warden, J. C., and Cohen, A. "A Study of Certain Incentives Applied Under Schoolroom Conditions," *Journal of Genetic Psychology*. 1931, 320-27.

Wheeler, Raymond Holder, and Perkins, Francis Theodore. *Principles of Mental Development*. New York: Thomas Y. Crowell Co. 1932.

Witherington, H. Carol. *Educational Psychology*. Boston: Ginn and Co. 1946.

Yauch, Wilbur A. *How Good Is Your School?* New York: Harper and Bros. 1951.

Young, Paul Thomas. "Motivation," *Encyclopedia of Educational Research*, pp. 755-61. Edited by Walter S. Monroe. New York: Macmillan Co. 1950.

_____. *Motivation of Behavior*. New York: John Wiley and Sons., Inc. 1948.

You Have a Date in Chicago Next February

Plan Now To Be in Chicago

40th Annual Convention

of the National Association of Secondary-School Principals
in the Conrad Hilton Hotel

CHICAGO—FEBRUARY 25-29, 1956

Professional meetings and hospitality *deluxe* await you.

Make all hotel reservations with the

CHICAGO CONVENTION BUREAU

134 North La Salle Street

Chicago 2, Illinois

WATCH FOR FURTHER ANNOUNCEMENTS

Do Democratic Classroom Procedures Motivate Students

STERLING G. CALLAHAN

A PHILOSOPHY which is expressed in terms of education as solely preparation for life may be criticized as undemocratic. It appears to possess the inference that the on-going life, the current existence of the child is less important than his future adult status. It smacks of the idealism of deferred rewards which runs counter to the nature of adolescence and may be, therefore, lacking in motivating power.

Adolescents are geared to act in terms of immediate and personal goals which bear a close relationship to current functions. Thus the fourteen-year-old in the ninth-grade English class finds it much less painful to work toward grammatical competence if he is convinced that it will assist him in securing and holding a summer-time job at the corner drug store. The more remote and, consequently, more difficult goal of achieving an adult competence which will equip him for the society of which he is now not a part fails to provide the same inner drive toward achievement. The more closely the purposes of education are identified with the on-going experience of the child, the greater the chance of acceptance on the part of the learner.

To assume that one "learns to do by doing" provides worthy companionship to the thought that the best training for the future existence is the living of the full life "here and now." The vividness, the reality of on-going experiences possesses within it a maximum potential for lasting learning with which less genuine problem situations can not hold pace.

It follows that the participation by students in a society of peers constitutes a reality which has a carry-over value in the adult status. The carry-over might best be described in terms of a gradual transition, for the adolescent has the right to avoid being catapulted into adulthood without first having quaffed but moderately of its alluring nectar. "Progressive" educators conceive the adolescent in the role of junior partner rendering whatever service he can and gradually assuming his full status in society without the abruptness of revolution.

TRAINING FOR THE FUTURE

One queries, if the "now" of existence is to be placed in a position superior to that of the future, is education to ignore the demands of adulthood in training adolescence? The implications of this question may not be as startling as

Sterling G. Callahan is an Assistant Professor of Secondary Education in the College of Education, Brigham Young University, Provo, Utah.

it may at first appear. One runs into danger with a too literal interpretation of the "here and now" concept. As one progresses toward maturity, his range of experiences becomes increasingly more like that of the adult. Therefore, if the current scene provides richer motivation, a personally inspired desire to achieve its further graduation in the direction of adult competencies will automatically result. Should this attempt appear impractical from an actual instructional point of view, there is no reason for objecting to the inclusion of subject matter which calls upon the past as well as the future if an unmistakable relationship between the subject matter at hand and the experience of the pupil is made clear to the learner.

Modern educational thought does not attempt to discount the merit of past experience if it serves to implement the full living of the current scene. Failing, however, to do this either through instructional neglect or intrinsic worthlessness, it becomes sterile and impotent. The mere possession of knowledge appears to be without value; there should be a functionality aspect which is the basis of its real merit. Furthermore, the usability of the educational product should be perceptible to the learner if he is to approach his task of learning with enthusiasm and endurance.

Authoritarianism labors under the assumption that the teacher's function is that of transmitting by autocratic procedure what has been winnowed from the past to the mind of the learner to the end that he may engage in a fuller life at some time in the future. There can be no quarrel with the employment of the best in the past providing that it enriches the on-going experience. In fact, it would appear foolish indeed were the classroom procedure to ignore the wisdom of the ages. The danger lies not in giving proper attention to subject matter of proven merit but in the determination of just what it shall consist.

HIGHER EDUCATION FOR AMERICAN YOUTH

AMERICAN universities and colleges must find a way to provide better education for greatly increasing numbers of persons, Chancellor Henry T. Heald of New York University stated in his annual report to the University Council, governing body of the institution. "Some say the task is impossible, that the only way we can provide the leaders the country needs is by educating a selected group," he stated. "Attractive as this thesis may be to some people, it is not likely to be accepted widely. A much better plan," said chancellor Heald, "one more in keeping with the American tradition, is, in so far as possible, to provide education for all youth in proportion to their capacity to profit from it. This does not mean that all youth need to attend a four-year college, nor that all should receive the same kind of education. It does mean that at the college level it is now more important than ever for each institution to re-examine its objectives and responsibilities in order to determine its particular role in the years ahead."

How To Plan the Social Program in a Large High School

LUCILLE DUGAN

THE student body president of the Senior High School in Springfield, Missouri, spearheaded his campaign for president last year by promising the students of the high school to expand their social program. On assuming office as president, he immediately appointed a social director to his cabinet, (the executive committee in our student council). She works with committees from the House of Representatives, the Senate, and the faculty to plan the social program.

In speaking of the social program, we do not mean just school parties, but we would include all the social activities in which students participate. For example, conduct in the halls and in the school lunchroom is, in a sense, social activity.

Our student council has always been active in trying to promote acceptable social behavior in the halls, lunchroom, assemblies, and in the student lounge. It has worked through committees of the student council to do this. We have a permanent lounge committee and a cafeteria committee. These committees try to meet regularly, if possible, once a week. Last year the cafeteria committee spent many hours helping the administration work out a plan for getting students to the lunchroom in an orderly manner. In our large school we have five lunch periods—each thirty minutes in length. After experimenting with several plans, we finally decided to eliminate most of the bells during the lunch periods and depend on teachers and students to stagger the times to be dismissed for lunch and to report back to the classroom.

The lounge committee assumes responsibility for decorating the lounge each year, for providing the students to supervise it each period in the day, for securing magazine donations from the different rooms, and for publicizing acceptable rules of behavior to be observed by students who visit the lounge.

Early this year the student council sponsored a sophomore mixer. No tickets were required for admittance to this party which was held in the high-school gymnasium. Student committees from the student council planned the party. Guest books were provided in the front lobby so that sophomores attending the party could sign their names. A floor show was arranged using student talent, and two student orchestras played music for dancing during the evening. Attend-

Lucille Dugan is Executive Sponsor of the Student Council in the Springfield Senior High School, Springfield, Missouri.

ance was good at this party. This was encouragement for the student council to continue with its plans to arrange for more school parties.

In past years our planned social activities have been confined mostly to class parties, the senior prom, and club banquets. Our student council decided to try to provide more all-school social functions. We did not think that sponsorship of these activities should be limited to the student council, but we hoped to include all school organizations in our plan. The social director of the cabinet prepared a form letter which she sent to school organizations asking them if they would care to sponsor an all-school activity. The following form letter was sent to all school organizations:

December 17, 1953

To:
(Club)
(Sponsor)

SUBJECT: Your Club Sponsoring an All-School Activity

In extending the social program this year, the student council has planned two social activities during the last semester. The first is to be a reception, January 18, in the lounge, to acquaint the students with student council activities. The next is to be an all-school dance, February 12.

Would your club consider sponsoring an all-school activity similar to the ones we have planned?

Will you consider this at one of your business meetings and let us know your decision?

Yours truly,

Student Body President

The above letter was sent to the following organizations:

Pep Squad	Debate	Tumblers
Kilties	Latin	Girls Athletic Association
Résumé	Safety	Y-Teens
Orchestra	Hi-Y	Quill and Scroll
Choir	Key Club	French
Glee Club	Science	Music
Future Farmers of America	Radio	Future Homemakers
Band	Camera	

After the sophomore mixer, the junior class held a class party. Surveying the school calendar, the student council found that it could schedule an all-school party for the twelfth of February. This party was called the All-School Valentine Dance. The student council decided to underwrite the expenses for this party. Tickets were printed at a local print shop. Committees made plans for decorating the Senior High School gymnasium, and a professional orchestra was booked for the dance. The social director and her committee decided that this would be a program dance. So programs were secured carrying out the Valentine motif. Students who had never attended a program dance were given instructions as to the correct etiquette to observe.

The activities commissioner, in working with the lounge committee, decided that not enough social functions were held in the lounge. It's true that students use the lounge before school, during "stretch period," during the five lunch periods, and after school, but the activities commissioner felt that we should hold special parties in the lounge. After consulting with her lounge committee and the executive sponsor of the student council, she decided to ask school organizations if they would be interested in holding receptions in the student lounge in order to acquaint in-coming ninth-grade and present tenth-grade pupils with school organizations in Senior High School. The activities commissioner and the student council committee prepared a form letter to be sent to all-school organizations. The Student Senate, a branch of our student government, immediately decided to hold a reception in the student lounge for representative ninth-grade pupils from the junior high schools to acquaint them with the student council program in our school. The committee sent letters of invitation to student council organizations in each of the junior high schools. The reception was well-planned. Students were selected to receive the visitors, to preside at the punch bowl, and to arrange for the refreshments. The president's cabinet of the student council gave a program in which they explained the functions of the student council in our school.

The activities commissioner works during the school year to encourage other organizations to sponsor similar student receptions. She sent a letter of instruction to each student organization. A copy of one of the letters is reproduced on the next page.

We charge only a nominal fee for most of our social functions. For the annual class parties, we usually charge ten cents for the ticket. The student council and other organizations at school adopt the attitude that all students should have the opportunity to attend social functions without considering the economic factor. For our first annual sophomore mixer, there was no admittance charge. Occasionally, there is an exception to this rule. For example, for our All-School Valentine Dance, this year, students voted to secure a professional orchestra. The student council subsidized the project, but students paid thirty cents each for their tickets. The expenses for the dance were carefully budgeted and, since the ticket sale did not raise enough money to pay for the dance, the student council took care of the deficit.

Gradually, over a period of years, our student council has adopted certain specific attitudes relative to sponsorship of social activities. In summary, these seem to be: (1) social activities include not only planned school parties but also behavior in the lunchroom, halls, assemblies, and student lounge; (2) acceptable social behavior standards should be set by students themselves; (3) in our large high school, we should attempt to plan social activities for smaller groups by promoting interest in class parties and student clubs; (4) the student council should take the initiative in planning an over-all student social activity.

program; (5) all student organizations should assume some responsibility in promoting social activities in our school; and (6) every student should have the opportunity during the school year to participate in a variety of social activities wherein he can learn acceptable social behavior.

December 7, 1953

To:
(Club)
(Sponsor)

RECEPTION BY STUDENT CLUBS
AT SENIOR HIGH

This year the student council has been working on a plan to extend the social program at Senior. As a part of the original plan, parties for the different classes were held. In connection with the plan of extending the social program, would your club be interested in sponsoring a reception in the lounge after school? Here are some suggestions and some information about the receptions:

1. If the reception is held this month, a Christmas theme could be used, thereby providing a Christmas activity for students not involved with others.
2. It could be used as a means of *stimulating membership in your club* or to gain greater interest and recognition from the student body for your group.
3. May we suggest that you *invite all sophomores* interested and possibly *all new students* that entered Senior this year.
4. If you want to invite representatives from the *junior high schools*, it would be better if you would set a definite number and hold the reception after school.
5. You should select the date for your reception as soon as possible and clear it with us to avoid conflicting with other organizations.
6. Receptions will be held at 3:30 P.M. in the lounge, except on Tuesdays, when they will be held at 3:00 P.M.
7. If you would like to serve refreshments, you may do so. Clubs may use the coke machine for their receptions.
8. You might decorate a portable bulletin board with information about your club.

We would like to suggest that you have the members of your club present to act as hosts and to answer any questions about the organization the guests might like to know. Your sponsor should also be present.

Any questions should be taken up with us first hour in Room 212. We are willing to assist you in any way we can with problems that concern these receptions.

A reply is requested.

Student Body President
Activities Commissioner

Time Is Not for Burning

LOUISE RICH

ACK of understandings left permanent scars upon civilizations long before they were born. Through the centuries as vast projects and dreams of men emerged, the quarrels of men—who love and hate simultaneously—likewise developed. Thus for thousands of years failure to arrive at agreements has curtailed progress and burned the seeds of creation.

Schools have developed many ways of educating youth to cope with their environment. We have found ways to bargain with nature and to make more of life. But we have developed relatively few ways to help the coming masses find realistic means of sharing wisely their common world.

Where immediate answers are needed, how can we squander learning time upon matters not of primary importance? Studies designed to strengthen understandings in families, small and great, must by their nature be as vital as courses which help man to cope with his physical environment. If one puts first things where they need to be, it would seem imperative that no one should be graduated from high school without having studied the analysis and interpretation of communications involving controversial action.

Our fate is decided by non-voters equally with voters and by non-thinkers equally with thinkers. Accordingly, if the world population continues to multiply as indicated, learning to understand as many motivating factors as possible must be of first consideration. Every one of us is at least a neighbor, influencing and influenced. What each of us says and does, or fails to do, cannot help but have its effects. Since we have but a grim alternative, we must use our sanity to create a world that we may all reasonably occupy. Through our acknowledged apathy we are, each moment, losing ground. How long shall we fiddle and tolerate the holocaust?

What would a course in the analysis of communications be like? It obviously would be training in examining the flood of ideas which one cannot help but receive through newspapers, magazines, radio, television, and motion pictures. It would involve intensive exploration of current discussions and reports for these purposes: to sort fact from slant, distortion and opinion, reasoning from emotion; to become conscious of denotative and connotative qualities of words; to be wary of verbalizing; to be alert to kinds of propaganda and their uses; to search through words for motives and to clarify basic issues; to learn of

Louise Rich is a Teacher in the Hinsdale High School, Hinsdale, Illinois, and a member of the National Association of Journalism Directors, a Department of the National Education Association.

policies and to determine the purposes of publication; to identify and evaluate sources of information; to become informed about molders of public opinion; to look for other sides of issues; to be aware of devices used in argument and debate; to recognize attempts to influence—both obvious and occult; to understand human reaction to kinds of influences; to avoid looking at controversial issues as being simply and unequivocally two-sided; to be critical rather than criticizing; to comprehend the need for intelligent analysis before making decisions; and, finally, to be motivated and trained toward becoming effective in communications—and thus in human relations. Besides the needs that would begin to be met by such a course (or courses), the more the techniques of interpretation, interwoven throughout the curriculum, would be stressed by all teachers, the stronger would grow the pupils' habits of critical evaluation in their world of word-qualified ideas.

The stronger a pupil's background in sociology, psychology, social studies, self-expression, the more he could profit by studying the whys and hows of communications. Postponing a first course of this type until college however, would, mean that the determinative bulk of our population would never be reached with this training in intelligent response. As it is, we have virtually no courses in the study of mass media in our high schools, and relatively few students enrolled in such courses in colleges.

Objections voiced against such a required course would sound familiar: "There is no room in the curriculum for anything more. There is no one trained to teach such a subject. There is no easy way to departmentalize the course. There is no suitable textbook. High-school students are too immature for this." And so on.

But let us acknowledge that times have changed faster than curricula have met evident needs. Whether or not we have room in our school day for such study, we have, we must admit, made room for many other things less practical, nowhere near so far-reaching, in no way more crucial. For comparative trivialities, we have overcome equally great obstacles.

We all know teachers of English, social studies, journalism, psychology, who—convinced that training in analytical thinking is essential—are incorporating in their courses, as they can, the study of some of these semantic problems. With many of us convinced, how can we leave the matter to chance? Is critical thinking taught in hit-or-miss fashion because trochees and square root are more essential matters with which to take up pupil learning time?

In the field of literature, is anything read more consistently than newspapers and periodicals? Then how can good schools ignore their effect? Why shouldn't literature courses be taught with this proportion considered? In the field of social studies, what will be taken in and reacted upon with greater consequences than daily news releases, columns, broadcasts, telecasts, political maneuvers, and over-the-coffee exchange of views? In journalism, what percentage of pupils

will finally settle into a daily routine of writing as compared with the percentage of coming adults who will read and listen, talk and react, *ad infinitum*?

It may be lamentable that many teenagers show indifference to so much currently taught subject matter. Whether we think our curriculum needs weeding or not, some of our course content apparently impresses little of its significance upon the pupils—an evaluation that cannot be totally discredited. Pupils are just not convinced of the urgency of much subject matter and are not even expected to remember it.

Can we afford to ignore this waste of pupil potential? If so much course content passes over pupils like the wind and is gone, having neither lodged in their memories nor affected their habits, then why have these studies been made compulsory by law? To what extent dare we go on consuming their learning time with the inconsequential and forgettable? Could we not offer something that will be vital to remember and can be made consequential to them now? Couldn't we do more for them by helping them acquire not merely subject matter but also more effective habits of thinking, to be guides beyond the limits of subject matter?

As to training for teachers in this field, all of us are partially prepared. There is research available, there are books and well-qualified authorities to help us plan procedures, idea-content, and study work. If only a few high-school teachers are fully prepared, it must be the responsibility of the rest of us who are in the humanities to avail ourselves of existing studies and helps in semantics and critical thinking; then, no matter what we teach, we can, within our own accustomed territory, more confidently help pupils to apply vital principles learned in the basic course. I can think of no better project than one of this type for teaching in in-service training programs.

Too often we assume that school officials and parents oppose us in professional matters. This very assumption helps create the barrier. When a problem arises that is everyone's problem, perhaps it can be simply presented and studied co-operatively as such for arriving at common—and thus acceptable—solutions. Few can give stronger support than administrators and parents who are welcomed and consulted rather than excluded and suspected. Certainly the matter of inaugurating a required course in communications would call for the co-operative thinking of everyone. The joint efforts involved would doubtless extend the benefits of such a course beyond the pupils for whom it would be intended.

Since curricular changes must be sound and since misunderstandings of the lay-public delay progress, concerned teachers and administrators must find a way to begin to work toward solutions of the above problems. We are capable of analyzing our possibilities and tapping resources to make a start. We can cease to sidestep the issue because of uncertainties. We are better prepared than it may seem, though our forces be unco-ordinated. Are there not those who

would be willing to collaborate upon specific plans, pooling efforts and materials to make a beginning?

Lack of an easy label for the course, lack of the traditional textbook—these may actually be advantages. If this is a course never yet taught on a secondary level, then let's not call it English and risk its reverting to a traditional English course. Let's not call it social studies if it means that we will doom it to mere sampling among the many other vital topics that now demand social studies time. We might logically call it a basic study of communications—if semantics is a formidable word. Or, the course may belong with the journalists, who have been in the thick of these problems for centuries.

Whatever it is called, can we not determine what it must really be, put it in qualified hands, and let it exist in itself both as a separate and important pursuit and as a curriculum-wide area of emphasis?

One wonders how long it will be until our time for accomplishing this has run out. The longer we fiddle, the brighter the blaze.

AMERICAN EDUCATION WEEK
November 6-12, 1955

THEME:

Schools—Your Investment in America

DAILY TOPICS

Monday—Your Investment in Character Building

Tuesday—Your Investment in Classrooms

Wednesday—Your Investment in Fundamental Learning

Thursday—Your Investment in Better Living

Friday—Your Investment in a Strong Nation

Saturday—Your Investment is Your Responsibility

Numerous publicity and ideas help including the 64 page manual *American Education Week Primer* is available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

STATE SECONDARY-SCHOOL PRINCIPALS MEETING

THE Arkansas Administrators Association held their annual meeting in the National Baptist Hotel at Hot Spring on October 7-8, 1955. The program presented for the large group of school administrators present consisted of general sessions, group-interest meetings, recreation, and election of officers for 1955-56. Outstanding speakers and consultants of state and national note formed the resource personnel.—*Reported by E. D. Robinson, President of the Administrators Association.*

Planning and Directing Student Publications

ROBERT L. TOTTINGHAM

L IKE any piece of effective "school machinery," the publications program must operate smoothly and efficiently with the same rhythm, swift and secure, as the modern printing press which turns out the finished product. It must have a unique design to carry out the special purposes it serves in its particular system, and it must be soundly engineered so it can function without breakdown but be subject to revision when change means improved service to the school.

The ingredients necessary to build and maintain the serviceable publications "machine" in any school are few in number, but each is vitally important to the smooth functioning of the program: *First*, there must be *talent*, both advisory and staff, with the know-how to get the jobs done properly. There must be sufficient time provided in the school program for these skilled human resources to accomplish their tasks. Properly trained and interested personnel is perhaps the prime need of any sound publications program. *Second*, enough useful *equipment*, both in terms of a special work room and the right furniture and materials, must be on hand. This need not be too costly or inconvenient for the school to provide. The athletics, drama, and music programs have their domains—why not the publications program? *Third*, *money* or some system of financial support for the publication enterprise is essential to make it reasonably self-supporting. The school publication need not be a drain on the school budget if it is carefully published and soundly financed through a variety of expense-defraying media. *Fourth*, the school publication must have *purpose* and *pattern* if it is to be worth its weight as a device to interpret the school to its integral and peripheral constituents. As a public relations instrument for cementing ties between school and community and for promoting school solidarity within the student body and faculty it can do a real service for the school. Today we are only on the threshold of understanding its role and using it effectively in the first of these areas.

Finally, the school publication needs the kind of *organization* which will enable it to maintain a high quality of work from year to year. Haphazard organization and indistinct lines of responsibility on the staff have given advisers more grey hairs than any aspect of the program. Program quality, morale, and

Robert L. Tottingham was a Ford Foundation Fellow. His address is 1502 Winslow Lane, Madison, Wisconsin.

continuity depend on the kind of organization that is self-controlling and self-perpetuating. The publication staff must be the proving ground from which new, refined human resources can arise each year to assume leadership of the program. The journalism class exploratory in nature at the high-school level has in recent years paid high dividends in terms of preparation for a better job of school interpretation. The advisership of the publications program must be specifically trained, established, and continuing, too, or the "machine" may break down in the hands of unskilled, uninterested staff members.

Glance over the ingredients cited here, and you will find that the first letters spell the word "tempo." By definition this means "a sustained rhythm or pace of activity as in the heart-beat." The school publications program, which exhibits this characteristic and is sturdily constructed to maintain it, will be successful. The vital pulse or heart-beat of the school finds its finest articulation in the output of a publications machine geared to the purposes and needs of the school and prepared to interpret the school program skillfully and regularly.

How can we raise and maintain a high standard of *tempo* in our student publications?

1. Enlist qualified talent to get out an effective job by:
 - a. Providing for training of personnel in the school program.
 - b. Screening top talented youngsters with ability, background, and interest in the activity.
 - c. Delimiting per pupil extracurricular activity in the school so that youngsters do not have excess loads and are operating in the area of major interest and ability.
 - d. Insisting on trained advisership to supervise the publications program.
2. Allot sufficient time for the publication process:
 - a. Activity period affords opportunity for "corralling" the staff.
 - b. Work-slip technique enables staff to use facilities during free hours under control.
 - c. After-school work should be avoided if possible except for staff heads and on deadline days.
 - d. Where a journalism class is offered, some class time for editing and publishing purposes is defensible. They should not dominate the paper, however. It should be an all-school activity open to any student.
3. Equip your publications room properly by supplying:
 - a. Copy desk and chairs.
 - b. Desks for department editors.
 - c. Lots of bulletin board space.
 - d. Filing cabinets for back issues, exchange material, correspondence, *etc.*
 - e. Several typewriters.
 - f. Storage space for special items.
 - g. Library shelves where resource books and periodicals may be filed for reference.
 - h. Editor's desk with copy box.
4. Set up your publication on a sound financial basis by:
 - a. Including it in the *all-activity* program of the school and guaranteeing a percentage of the gross receipts from the activity fee.
 - b. Pushing single sales at an attractive rate.
 - c. Realizing that advertising *is* marketable and will pay substantial dividends in terms of practical experience for the staff.

5. Give your publication purpose and pattern by insisting that it not only reflect the school program but also serve as a device to enhance public relations:
 - a. Slant the paper to the interests of the youngsters and see that it covers their formal and informal activities.
 - b. Provide something of interest to the parents which will enhance the value of the school's program in their eyes.
 - c. Remember that alumni, especially servicemen, are a ready market for information on the school program.
 - d. Potential students in the district and their families are eager for information about the school program in which they will soon participate. Feeder schools should have access to high-school publications and make them readily available to their students.
6. Make sure that your publication organization is prepared to meet the stresses and strains of the editing and publishing process and the inevitability of staff turnover by:
 - a. Being soundly structured with areas of leadership and followership carefully defined and responsibility strategically placed in terms of ability rather than popularity.
 - b. Providing for adequate staff training on the job and/or through the exploratory journalism course as a foundation for the work.

HOW TO SAVE MONEY AND TIME

1. Publish it yourself if possible. Printing costs are skyrocketing.
2. The Fairchild Process of picture (cut) preparation is worth looking into.
3. A photography class or club can simplify your picture problem.
4. Go after advertising. There are statistics to prove it gets across in high-school papers.
5. Print only as many papers as you actually need.
6. Set up a formal work schedule and assignment sheet and hold your student staffs strictly accountable for their work.
7. Don't leave publishing details up to the printer or engraver. Know what you want and see that it gets done.

HINTS TO ADVISERS OF PUBLICATIONS

1. Don't overlook the junior high school or skimp on covering it.
2. Let the staff heads *run* their paper, but see that they are prepared and properly counseled. Hold them right to "the last word" on policy.
3. Subscribe to school press associations. They provide helps, contacts, inspiration, and status for your publication.
4. Dress up your sheets with well-planned ads, art work, pictures, and modern typography.
5. Publish regularly, and remember that letterpress has not yet been improved upon as to top medium for newspapers in particular. Use it at all costs!

Rapid Communication and the High School Curriculum

PATRICK J. MALLOY

THE "Big Change" in the twentieth century has been in communication. Unbelievably fast communication has changed the world and the position of the United States in the world. It is imperative that our high schools thoroughly acquaint our students with the realities of the world in which they are obliged to live. The American jurist, Learned Hand, states the problem in this way, "Neither terrain nor distance is any longer a barrier and destruction is a matter of minutes."¹

You and I went to school in a relatively slow-moving world. We have been thoroughly conditioned by this slow-moving world and I suspect that we are still making educational policy for a world that no longer exists. In the world of twenty years ago, speed was much less important than today, and there were still geographic barriers. Harold Nicolson, whom James Reston, Washington Bureau chief of the *New York Times* has characterized as ". . . perhaps the greatest living student and authority on diplomacy . . .,"² could accurately say in 1936, "We must clearly understand that if Japan attacks China it is inconvenient, it does us harm, we hate it, it is horrible, but it is not going to ruin Western civilization; but if Germany attacks France it is going to ruin Western civilization, not only in Europe but also in the United States and in the Dominions."³

This was true in 1936 but not in 1955. Nicolson today would be quick to affirm that distance and terrain are no longer a protection. The rapid intervention of the United States and the United Nations in the Korean crisis of a few years ago is clear recognition that a disturbance, in a part of the world that was remote twenty years ago, does have dire and immediate consequences for Western civilization. And yet we continue to turn out high-school graduates who are ignorant of Asia.

During the month of March, 1955, three U. S. Army airmen flew from Los Angeles to New York in three hours and forty-five minutes. This concept of sheer speed has been thrust upon us so suddenly that I am not certain we under-

¹ Learned Hand, *The Spirit of Liberty*, "Philhellene Editorial," New York: Alfred Knopf, 1952, p. 184.

² *New York Times*, Sunday, March 20, 1955, "How To Read the Yalta Papers—if You Have Time," by James Reston.

³ *The Future of the League of Nations*, Royal Institute of International Affairs, p. 139, Chatham House, St. James Square, London, S.W.1, Oxford University Press, New York, 1936.

Patrick J. Malloy is a Social Studies Teacher in the Clarkstown Junior-Senior High School, New City, New York.

stand the full impact and implication of it. Is the high-school curriculum actually preparing our people for the world in which they must live?

Bernard Baruch, in 1946 told the United Nations Atomic Energy Committee, "We are here to make a choice between the quick and the dead." That was a concise statement of our problem then and now. Adlai Stevenson maintains, "You can get to Washington in a day's journey from anywhere."⁶ Foreign policy was the central issue of the last Presidential campaign in the United States. Speed and a tiny world, not chance or party politics, put the focus here. Never again will we be able to be casual about foreign policy.

A former President of Columbia University and now President of the United States once said, "The American public school is the principal training ground for informed American citizenship; what is taught in the classroom today shapes the sort of country we shall have decades hence." Since most of America passes through the high school, it is here that an "informed American citizenship" must be developed. The colleges of America in the past decade have become acutely conscious of what used to be considered "remote" portions of the world. But the colleges of America in 1955 are still teaching a small and selective portion of the American public. An informed public must be developed in the American high school.

Our high-school social studies curriculum is presently packed. An additional course would only add to the problem facing school administrators in scheduling students. We might, however, evaluate our present program, with a view toward sharpening the focus on the twentieth century world. We may be able to de-emphasize, and possibly eliminate, certain portions of our social studies curriculum in order to make room for more pressing and urgent areas. This is a difficult task, but we must face it. In this evaluation we must not neglect American history and American citizenship, and yet at the same time we must prepare our young people for the world with which they are "stuck."

Our task will be less difficult if we recognize that in the American high school we are *not* training professional historians. We *are* molding an informed public. Let the colleges prepare the specialists. Rapid communication demands, if we are to have an informed public that our people know more about the new worlds of the Far East, Africa, and the Middle East than they are presently receiving in our American high schools.

The "police state," a phenomena of the twentieth century, has been made possible only because of fast communication. A Caesar or a Napoleon could not develop a totalitarian regime, even though he might have earnestly desired one. Slow communication made the "police state" an impossibility before the twentieth century. Accelerated communication in our century has made it possible for a Hitler, a Mussolini, or a Stalin to make the "police state" a reality.

⁶ *The United States and the United Nations*, United States Department of State, Series No. 7, p. 169, Washington, 1947.

* Adlai Stevenson, *Call To Greatness*, New York: Harper and Brothers, 1954, p. 17.

We have a responsibility to our students to make them acutely aware of the grave consequences of fast communication.

We put great emphasis on the *Industrial Revolution*, and rightly so, but the *Communication Revolution*, beginning with the Wright Brothers' invention, will have a greater effect upon future America than Watt, his steam engine, and its effect upon society. It appears logical then, that our greatest emphasis should be placed on the *Communication Revolution*.

In the American history program, we might put more focus on United States foreign policy—what it is; how it is made and implemented; and its effect upon the individual citizen. Most high schools offer a world history course, which naively proposes to take the student from the cave man to atomic man in one year. It is in the world history course that much can be done to develop the "informed American citizenship" about which Dwight Eisenhower spoke.

A first consideration should be the setting of goals for the world history program. Today the world is divided into two camps—one, the democratic, liberal tradition of Western Europe; the other, the totalitarian or "police state" regime. This is our world. Anything that does not contribute to an understanding of this world should be eliminated from the world history program.

If we, in America are but an extension of Western Europe, then we should know the cultural and political tradition of Europe. The great struggle for constitutional or limited government should be a part of our program that receives intensive study. Britain's controlled, responsive, and responsible government was developed through many past centuries. A thorough knowledge of Britain's parliamentary struggle will help us to understand why the British during World War II were eager to follow a Prime Minister who offered nothing more than ". . . blood, toil, tears, and sweat," while other governments in Europe were crumbling as if they were made of clay. However, I fail to see, how a knowledge of genealogical charts in British history will contribute to an informed American citizenship. Who was related to whom does have real value for the professional, but I seriously question the value of this at the high-school level.

In the evolution of our democratic tradition we will want to go to the earlier civilizations of Rome, Greece, and even Egypt. Here we should follow the same criteria: if the material does not contribute to an understanding of our world, then it should be ruthlessly deleted from the high-school program. There is much in these earlier civilizations that is very important and must be included in a world history program for modern America. I would, however, question the importance of the Punic Wars, the problem of getting Hannibal over the Alps, and other equally insignificant items.

The art forms of the early world do contribute to an understanding of our world and must be included. The problems of Greek society during its early period are the same problems that we are faced with today. We would do

well to point up these problems. One textbook in wide use characterizes Socrates as a person who taught the Greek people to think. More attention to "how" he taught the Greek people to think would make Socrates a more palatable personality and would focus on the problems of our times.

A careful scrutiny of our world history textbooks will reveal that much material apparently has been included for the sake of history. This material has a definite place in the training of a professional historian. In the American high-school program based on *citizenship education*, there are large areas that might profitably be eliminated from our world history textbooks. And while there is much in these textbooks that do not contribute to an informed citizenship, the same textbooks, with few exceptions, are woefully lacking in treatment of the Far East, Africa, and the Middle East. Fast communication makes it imperative that these deficiencies be corrected if we are to mold a democratic informed citizenship that will be able to make an intelligent evaluation of our foreign policy. This can be done. Changes equally as difficult have been accomplished in other areas. Speed and social implications of science have brought the scientists out of their laboratories in droves. Scientists today are more actively concerned with the social and humanitarian effects of their research than at any other period in the history of the world.

Up to and including World War II, we trained our military specialists with little attention to the fact that speed has so intertwined military and political decisions that they cannot be separated. I intend no offense in quoting Dwight Eisenhower out of context, but it does illustrate this point. On the 30th of March, 1945, Eisenhower informed the Chief of Staff, Marshall, during the closing days of World War II against Nazi Germany that ". . . May I point out that Berlin itself is no longer a particularly important objective."⁶ Winston Churchill, whose political knowledge of Europe is immense was opposed to allowing Russia to move into Berlin. Churchill felt that Berlin was an important objective even though Germany was defeated. We, who have lived through the Berlin blockade, the division of a free and Communist Europe, recognize that this was an important *political* if not military objective.

Shortly after World War II, drastic curriculum changes were made in academies that train our military specialists. We recognized that an incomplete political education could be disastrous for a military specialist. This change has successfully been accomplished in schools where intensive technical training is of paramount importance. There was clear recognition here that a thorough understanding of our world was essential to the training of military specialists. I see no valid reason, then, why we cannot adjust our high-school curriculum so that our young people will be well acquainted with the world in which they must live.

⁶ Dwight D. Eisenhower, *Crusade in Europe*, New York: Doubleday and Co., Inc.; 1948, p. 401.

For Those Who Would Read

GRANT W. JENSEN and
WILLIAM M. STONE

THE attention of the nation has been focused on the area of reading for several years and recently sharpened by the publication of the book, *Why Johnny Can't Read* by Rudolf Flesch. Beneath this turmoil many schools have sought answers to the problems of reading by instituting research activities in the field of operation. Important findings in this critical area of reading are being reported to serve as beacons for our secondary schools.

One of the most critical problems relating to this area is the recruitment of qualified personnel. After three years of intensive search, Shafter High School employed Dr. Wilson Stone as a full-time director of the reading program. This report is based on his findings for the school year 1953-54.

Early decisions were made that the program was to operate in three areas—remedial reading, developmental reading, and professional assistance to other members of the faculty. Meetings were held in which the program was introduced to small groups of the staff and, finally, to the entire faculty. Certain faculty members were consulted on appropriate phases of the program. At this point the program was explained to the students and to the parents through the regular classroom teachers and through written communications.

Half of the time of the specialist was spent in the developmental program. Assistance was given to the average and superior students by giving them classroom instruction in reading for one hour per day, five days each week, for a period of six to eight weeks. This part of the program was aimed to assist students who planned to continue their education beyond high school and possessed potentialities for greater contributions to the community. At the end of the first year (June, 1954) 93 students had been registered in this course.

The program for the developmental classes was based on individual needs revealed by testing. Basic skills of word attack, vocabulary expansion, comprehension, locating information, and phrase reading were reviewed. Since these pupils had developed some measure of skill in the basic fundamentals, the major emphasis in these classes was placed on the following types of reading: interpretive, critical, skimming, study type, and recreational.

Grant W. Jensen is Principal of the Shafter, California, High School and Wilson M. Stone is a part-time teacher in the Shafter High School, Shafter, California; and is Reading Consultant for the Kern County Union High School and Junior College District.

An average gain in reading ability of 21.5 percentile points, as reflected by the *Iowa Silent Reading Test*, was made by these pupils. One junior and two freshmen reached a reading speed of 1,200 words per minute with no loss in comprehension by the end of the course. The median score for the total group reveals a gain from one to one and one-half school years. This was statistical evidence of what can be done in a brief period of time. A follow-up study on retention of these gains was made during the following school year (1954-55).

One fourth of the time of the reading specialist was devoted to the remedial program. Students in this category were separated from the slow learners by examining all available test data, permanent record information, and personal records. This was followed by consultation with a minimum of three teachers who knew the students in question. It must be recognized that the slow learner is not a remedial student. Much time has been wasted in attempts to improve the abilities of such students through use of remedial instruction.

A total of 48 students were given instruction during the year with distribution as indicated in the following table.

TABLE I. DISTRIBUTION AND NUMBER OF PUPILS GIVEN INSTRUCTION

Grade	Male	Female	Total
9	0	2	2
10	5	2	7
11	21	12	33
12	4	2	6
TOTAL	30	18	48

Class procedure was based on individual needs determined by a testing program embracing mental ability (*Otis Test*), vision and hearing tests, reading achievement (*Gates Reading Survey*), *Gray's Oral Reading Paragraphs*, examination of school files, an inventory of pupils' interests, and a self-exploratory analysis of reading abilities. Throughout the course each pupil was kept informed of his progress by a series of self-administered tests. A re-testing program was completed at the end of the course.

In general, the basic fundamentals of reading taught in the reading laboratory are categorized as follows: word perception and enrichment; increasing reading rate; increasing comprehension; and becoming a mature reader. The following table reflects the gain made by these students.

TABLE II. GAIN IN GRADE LEVEL REFLECTED BY GATES READING SURVEY

I.Q.	<i>Gain in Grades</i>										<i>Totals</i>		
	.2	.2	.6	.8	1	1.2	1.4	1.6	1.8	2			
80-90	3	2	1		2	1	2				1	1	13
90-99	4	6		1	2	3			1		1		18
100-109	3			2	1		2	1	3				12
110-119								1		1			2
TOTAL	10	8	1	3	5	4	4	1	1	4	3	1	45

During the first semester, students were in the class but seven weeks. In the spring, students were in the classes for the entire semester, yet the average gain was nearly a full-grade level. A follow-up study this year will seek to determine the effect of this reading improvement on the intelligence scores of the same students as measured by paper-and-pencil tests.

The third area of the reading program concerned professional assistance to the faculty, for the eventual plan is to develop a school-wide reading program. Since Dr. Stone was new to the staff, joining in late October, 1953, progress was made with due caution. Group meetings, faculty meetings, and informal sessions were utilized to discuss the aspects of the reading program. Some classes of every teacher were visited by the program director.

While this part of the program was planned, it did not proceed as rapidly as the pupil phase. The following steps were taken: good working arrangements were established with guidance and test personnel; co-operation of the school nurse was excellent; discussion of reading problems was held with various teachers on a co-operative basis; on request of the English and social studies teachers, explanation was made to pupils of the values of high reading ability and how it could be obtained by all pupils; description and discussion of the Shafter High School reading program were presented before various service and professional groups in this and other communities; a program was built around reading for presentation at one of the PTA meetings. Next steps call for classroom teachers, who volunteer to work in the field of reading with their students, to receive the assistance of the reading director. A final step will be the enlistment of all teachers to attack problems on all fronts.

As a result of the two-year program, the superintendent of the Kern County Union High School District accepted the recommendations of a special committee that will have beneficial effects in all schools of the district. The position of district director of reading was established and Dr. Stone was selected. The district program will encompass at least the following: in-service educa-

tion meetings with teachers; creating an awareness of the reading problems with the faculty in each school; working with the administration in developing functional programs in each school; working with a central committee in each school whose function will be to extend the reading program; visiting selected classrooms and working with the teachers in the classrooms; preparation of bibliographies of materials that are to be for (1) professional use and (2) student use. The committee also urged that each school should employ a person who would devote his full time to reading instruction. It is certain that this program will return many benefits to students, for the evidence is partly completed. Our next task as educators is to convince parents that children must read in order to learn to be good readers and thus fight the challenge of television.

ECONOMIC EDUCATION

THE Iowa Council on Economic Education has been sponsoring a number of workshops on economic education. Last August they, in co-operation with the Iowa State Association of Secondary-School Principals, sponsored a 3-day statewide workshop on Economic Education. Included in the group were American history teachers of Polk County. These teachers are in the process of enriching their teaching of American history by emphasizing the implications of economics. Arthur R. Eady, principal of Indianola (Iowa) High School prepared a "Prospectus for an Experiment relating to the Teaching of Those Segments of American History in Which Economic Understanding Is an Important Factor." Persons interested in his 4-page prospectus can secure additional information by writing Mr. Eady.

SUMMER WORKSHOP

THE Alabama State Association of Secondary-School Principals held a summer workshop at Huntingdon College, in Montgomery, August 2-4, 1955. The purpose of this 3-day workshop was to improve instruction. Some of the problems worked upon at this workshop were: "How We Plan Large Units of Work," "The Place of Guidance in the Instructional Program," "The Principal's Role in Supervision," "Accreditation Standards," and "Problems of the Junior High School at the Present."—Reported by Frank N. Philpot, Secretary of the Alabama State Association of Secondary-School Principals.

Extended Reading for the Gifted

NELDA DAVIS

EXTENDED reading, which offers such great help to the teacher with gifted pupils in her class, can also be among the most neglected aspects of the program for the gifted. While the guidance of extended reading is a very rewarding part of teaching, it takes a great deal of planning. Leland B. Jacobs has set up these characteristics of a good guide in adventuring in literature: "The guide has a zeal for the undertaking—a devotion that is contagious . . . seeks out all significant possibilities for new exploration . . . provides his service with no obligation of acceptance on the part of those for whom he is leader . . . shares his valuable knowledge of the world of children's books generously . . . varies his service from individual to individual and group to group . . . whets children's enthusiasm for further exploration and further guide service."¹

As a Fellow of the Fund for the Advancement of Education during the school year 1953-54, the writer chose to study the problems involved in making adequate provision for the gifted child. The variety of activities observed for him has been great. However, this article will be limited to the use of extended reading in meeting the needs of this group.

Obviously, if reading widely is to be fully profitable to the rapid learner, he cannot just be turned loose with the hope that all will be well. One of the characteristics of the mentally superior youth is that he reads at an early age, but it does not follow that he is without need of help in mastering reading skills. He may have little trouble with the basic skills of reading; but even in the early grades, he should be introduced to and given help in developing such aspects of critical reading as interpretation, analysis, and relating new and old facts.

An abundance of reading material is needed for the promotion of extended reading. Such needs can be met by room collections, if these are kept current by frequent exchange of books with the school library, and by the full use of the school library. "The school library, as a resource center for the entire school, is basic to meeting the needs of the gifted," as Roberta Bishop Freund and her colleagues point out. "No longer is it merely a storehouse of knowledge, a thing apart from the rest of the school. . . . To serve the superior child . . . the school library must be a center for school activity, both curricular

¹ Leland B. Jacobs, "The Individual and His World of Books," *Education* (74:523-26), May, 1954.

Nelda Davis is Supervisor of Social Studies in the Public Schools of Houston, Texas.

and extracurricular; it must be out-going, not bounded by its own four walls or even those of the school which it serves."²

However, in one school in which the library was inadequate, regular class trips to the public library met the need. When discussing with the pupils their opinions of the trips they had taken, the writer discovered that the library trips rated high on their list.

Almost without fail, the teachers observed to be accomplishing the most with superior students were making an extensive use of a variety of books—books of all kinds and all levels. Books of high-school level were found in elementary classes; college books were being discussed in junior and senior high-school classes. A world history that the writer had found difficult for the average ninth-grade students was being used with profit by superior pupils in fourth-grade and in sixth-grade special classes.

The interest that the gifted has in books can be put to many uses. Rex Buck, Jr.,³ describes the Bookworm Club that a sixth-grade teacher began as a reviewing board to recommend book purchases. The pupils read books and then gave critical reviews, sometime oral, sometime written. Since books were selected to satisfy the requirements of different reading levels, all pupils could participate in the reviewing of books.

The gifted pupil has difficulty at times in communicating his ideas to others. His thinking may be on a higher plane, but it is important for him to learn how other people think. The more opportunities that he has to share his activities and ideas with the rest of the group, the better he will be able to communicate with them—to understand them and, in turn, to be understood by them. While reading is an individual project, the sharing of the ideas and ideals gleaned can become a means of making contact with his fellow classmates. Both oral reports and panel discussions have been observed as a means used to reach this end.

Gregory and McLaughlin⁴ describe a miniature "Great Books" project that was started for a group of junior high-school students selected in terms of IQ, general school average, and reading grade. It was explained to them that many of the books were difficult, that there would be no credit, no written reports, no grades, no rewards. The books would be read at home, and then the pupils would meet during the school day, twice a month, for informal discussions.

In evaluating this project, it was found that besides an enriched reading program there was growth in pupil-teacher relationships, in incentive to free

² Roberts Bishop Freund, chairman, *The Librarian and the Gifted Child*. Department of Libraries and Audio-visual Aids, Board of Education, Newark, New Jersey, September, 1953.

³ Rex R. Buck, Jr., "The Gifted Child in the Heterogeneous Class," *Exceptional Children* (19:117-20), December, 1952.

⁴ Margaret Gregory and William J. McLaughlin, "Advanced Reading for the Bright Child," *Clearing House* (26:203-05), December, 1951.

discussion, and in good-natured disagreement and criticism, as well as intelligent comment and true evaluation of the books discussed. Results of the plan confirmed the conviction that students can read on a much higher level than they often do and enjoy it.

When the classroom teacher and the librarian work together, many of the reading problems relating to the gifted pupil can be solved. In one junior high school, before taking her class to the library for the first time, an English teacher gave the librarian the names of her pupils at each end of the curve as far as reading ability was concerned. Quite often, a reader of exceptional ability was staying too long in one subject field, and the librarian could help him to branch out. One such case observed was that of a boy whose main interest had been science. The librarian, working slowly, had first interested him in biographies of such scientists as Pasteur and Madame Curie. Gradually, his interest was awakened in other persons mentioned in these books and he began reading about them. The librarian sees in the future a boy who retains his interest in science but widens his reading horizons to other fields, perhaps through being guided into reading the biographies of outstanding figures in other fields. In this particular school, the librarian gives a great deal of individual help, even though the school has 1,440 pupils.

Many devices can be used to arouse the interest of the pupils in a variety of reading experiences. One librarian gave a question card to each pupil in the class. Answers to some of the questions could be found in reference books, some in fictions books, others in non-fiction books. The librarian, with the help of the classroom teacher, had learned the reading habits of the pupils well. The questions had been chosen either to further some interest already begun or to stimulate a new interest. And, most important, time was given to follow either the new or the old path.

In a special school for the gifted observed by the writer, many of the practices and methods were those that could be found in good classrooms everywhere. However, the school undoubtedly excelled in its use of books. Enjoyment of books seemed to be the foundation of many of the classes. The teacher, in a literature class for the eleven-year-olds, was reading aloud to them *Mr. Revere and I* by Robert Lawson. Each humorous situation was keenly enjoyed by the pupils, who seemed alert to every nuance of meaning.

The books that this class had checked out, as shown by the book cards for that day, varied greatly in subject matter and in age levels: *Colt of Cripple Creek* by Bialk; *Little Men* by Alcott; *Wright Brothers* by Reynolds; *Melody, Mutton Bone, and Sam* by Davis; *Dogs, Dogs, Dogs* by Fenner; *Secret of the Lighthouse* by Smith; *Animal I.Q.*; *The Human Side of Animals* by Packard; *Man-Eater of Kumaon* by Corbett; *Edison, Builder of Civilization* by Garbedian; *Skylark Farm* by Beckman; *Junction Flats* by Webster; *Mechanix Illustrated* (January, 1954); *Freddy Plays Football* by Brooks; *Boys' Book of Model Rail-*

roading by Yates; *Wanted: Two Bikes* by Retan; *Adventure in Peru* by Stitch; *Tik-Tak of Oz* by Baum; *Lassie Come Home* by Knight; *My Friend Flicka* by O'Hara; *Justin Morgan Had a Horse* by Henry; *Pat's Harmony* by Cooper; *Historic Girlhoods* by Holland; *Green Eyes* by Snell; *Popular Science* (January, 1954); *Flying* (October, 1953); and *Louisa Alcott, Girl of Old Boston* by Wagoner.

As has been indicated, guided reading can become a gold mine for the gifted pupil. The key word is "guided." Even those interesting browsing corners that were observed had nothing haphazard either in the choice of books or in the use made thereof. Guidance, naturally does not mean rigidity. There must be ample time for browsing and exploring. Through this wise guidance by the teacher, new vistas open up to the gifted pupil that can help develop the needed understandings and values basic to his becoming the type of leader that our country needs.

THE UN AND HOW IT WORKS

THE United Nations Department of Public Information is making available for school use a new model-making teaching aid, *The United Nations and How It Works*. This class-participation project produced in co-operation with the Department of Public Information and published by Education Research, Inc., was timed to coincide with the celebration of the Tenth Anniversary of the United Nations, October 24, 1955. While aimed principally for school use in grades 5-6, as well as junior and senior high schools, it can also be adapted as a useful tool for discussion groups or organizations studying the United Nations and the specialized agencies.

Pre-printed materials can be folded and assembled in classrooms or group activities producing a three-dimensional model of the building of the United Nations headquarters. The models open to exhibit the interiors of the General Assembly hall and the major conference chambers. A large world map (30" x 30") establishes the scope of the United Nations activities and the three-sided panel structures that encircle the project show pictorially how the United Nations works and what it does. Simply written and illustrated, these panels described how the United Nations works for peace, better health, education, and food, agriculture, and technical assistance. An accompanying *Teachers Guide*, written by a teacher, correlates project use to grade levels and provides suggestions and information for its use. This model-making teaching aid and the teaching guide is available from Education Research, Inc., 1625 Eye Street, N. W., Washington, D. C., at \$1 each.

Reading Problems

EUNICE G. RYAN

REPEATEDLY we see that one of the most imperative problems confronting our schools is that of building successful reading programs. Of course, the emphasis should be on the developmental program. However, provision must be made for students who, despite average or superior ability for academic achievement, lag far behind their peers. Too, something should be done to give special help to the gifted who, many times, are forgotten because, judged by average standards, they are already doing fairly successful class work. In fact, only too frequently, personal initiative alone is the only determiner of how well the superior student develops his skills. We tend to waste too much of our best talent because neither special time nor interest is given to the development of the reading and other skills of these potential leaders.

Many poor readers develop so as a result of circumstances beyond their control. During the past decade the United States has witnessed a large migration of its populations. Pupils have started learning to read in one school and soon found themselves in another community which had an entirely different program. As a result, they have missed important steps in the developmental process and have had to make emotional and other educational adjustments. They have learned parts of two or more basic programs, but they have missed the developmental sequence of any one program. In addition to this, they have felt the insecurities inherent in facing a new situation just when they most needed a complete acceptance of the learning situation. Teachers can help to avoid many reading difficulties by studying carefully the adjustment of the pupil in his new surroundings and by making certain he has an emotional acceptance of the entire new learning situation.

In the junior high school in which I teach, we felt more and more the impact of receiving these pupils in the seventh grade who were severely troubled by their lack of reading skills, despite their normal or superior intellectual abilities. We became especially interested in working with retarded readers a few years ago when we had a particularly spectacular case of a boy who seemed to be a non-reader. In fact, this boy is still a somewhat unusual case because, unlike the average severely retarded reader, he was making quite a satisfactory social adjustment. Nevertheless, were we dealing with him at the present time we should have tried to gather much more accurate sociometric data about him. The results on the *Vineland Social Maturity Scale* indicated average maturity for his age. Of course he had never written a letter.

Eunice G. Ryan is in charge of the library and does special work in reading in the Ames High School, Saint Paul, Minnesota.

Records of his intelligence tests showed that in the first grade he scored 98 on the Binet, Form L. Each succeeding year when tested with the Otis group test, his scores showed the typical declining pattern of the extremely retarded reader. Finally, in the ninth grade he tests 62 on the Otis. Dr. Clymer¹ found this pattern typical in the cases he studied. Despite the results on the Otis, which were definitely affected by the boy's extreme reading retardation, his general behavior indicated average intelligence. When he was in the ninth grade, he was given the Wechsler, where he scored 92 on the verbal section and 98 on the performance. It was observed during the test that his general behavior suggested that, after remedial reading instruction, it might be possible that he would score somewhat higher. At the end of the ninth grade he was given Form L of the Binet on which he scored 99, an almost perfect agreement with his first-grade score. At that time after five months of very intensive coaching in reading, he had improved approximately four years in his reading scores. Because of his long-time interest in mechanics, the boy attended Vocational School and successfully completed his work. He is now successfully working as an apprentice.

This case was a starting point for a more extensive reading program. Since I, as librarian, had special training in reading and testing, I took charge of screening the school population and attempted to help the more serious cases. All the teachers worked with me in giving these pupils special help and assignments and in suggesting topics for individual remedial help in order that, whenever possible, the reading might be related to their class work with the idea that the more reading activities can be adapted to the pupil's immediate needs as well as his unique characteristics, the more successful it is likely to be.

Since reading achievement must be measured in terms of a pupil's ability, first, using the *Otis Intelligence* and the *Stanford Achievement Tests*, we surveyed all the pupils. After finding the poor readers, we studied their cumulative record cards. The pupil's past history is often an indicator of his latent abilities. Those with low reading scores, who tested average or above in intelligence in the lower grades were given more complete batteries of tests. For intelligence, individual tests, Binet's Form L, or Wechsler's children's or adult form, depending on the age of the pupil, were used. For types of reading difficulties, *Gates Basic* and *Gates Diagnostic* tests were given. Various personality tests were used. As a basis for an interview with the mother, the *Vineland Social Maturity* was used. Health histories were obtained. When another eye test seemed advisable, the Eames eye chart was used.

Other factors being equal, those with higher IQ's were given preferential assignments because, with the limited time available, it was felt that ordinarily these pupils could more quickly master necessary reading technics. The first year, twenty-two seventh-grade pupils were included in the coaching program.

¹ Theodore Clymer, Ph.D. thesis, 1952, University of Minnesota, Minneapolis, Minn.

Following are the summarized results:

Average age at beginning of coaching.....	12-10
Oldest age at beginning of coaching.....	14
Youngest age at beginning of coaching.....	11-10
Average IG (Binet, Form L).....	99
Highest IQ	125
Average reading grade at beginning of coaching.....	4.3
Lowest reading grade at beginning of coaching.....	2.0
Highest reading grade at beginning of coaching.....	6.0
Average reading grade at end of coaching.....	7.0
Lowest reading grade at end of coaching.....	5.4
Highest reading grade at end of coaching.....	9.7
Average number of months spent in coaching.....	6
Shortest number of months spent in coaching.....	2
Longest number of months spent in coaching.....	8
Average reading gain in years.....	2.7
Least reading gain in years.....	1
Greatest reading gain in years.....	5.7

Eleven eighth graders who had received failures in one or more subjects during the first report card period were also included in the coaching program. (The average reading gain was .3% greater than for the seventh graders because the average IQ was 4 points higher. This has a very definite bearing on the success of the program.) Following are the summarized results:

Average age at beginning of coaching.....	14-9
Greatest age at beginning of coaching.....	16
Least age at beginning of coaching.....	13-4
Average IQ (Binet, Form L).....	103
Lowest IQ	92
Highest IQ	125
Average reading grade at beginning of coaching.....	4.9
Lowest reading grade at beginning of coaching.....	3.5
Highest reading grade at beginning of coaching (Hard of hearing).....	7.7
Average reading grade at end of coaching.....	7.9
Lowest reading grade at end of coaching.....	6.6
Highest reading grade at end of coaching.....	8.4
Average number of months spent in coaching.....	5
Shortest number of months spent in coaching.....	3
Longest number of months spent in coaching.....	8
Average reading gain in years.....	3
Least reading gain in years (Hard of hearing).....	.5
Greatest reading gain in years (125 IQ).....	4.7

Various schedules were used. Some pupils were coaching 20 minutes a day, alone or in small groups. Other cases were coached an hour at a time once or

twice a week. More now, than at the beginning of this program, pupils are grouped in some way since there seem to be inherent advantages in group therapy. With the possible exception of extremely severe cases, pupils seem to gain some emotional support from observing someone else's problems.

The first year the eighth-grade pupils were a slightly more select group than the seventh-grade pupils because only one period was available for eighth-grade coaching while two periods were available for seventh-grade coaching. One fact which stood out in dealing with the eighth-grade pupils was the added severity of the personality disturbances which were observed in them. Undoubtedly there are definite advantages in stressing the remedial program at as low a level as possible.

The purely accidental reasons for the reading disabilities of these pupils were very noteworthy. Unusually severe illnesses which resulted in prolonged absences from school and families moving from one district to another were among the most outstanding apparent causes for halting the pupil's reading development.

Parents whose children have been included in the coaching program have requested that their children be continued in the coaching program. Pupils themselves have also asked that they and their friends be included in the program. Showing the general interest in the program, reading teachers from many of the other junior and senior high schools have visited our school to observe some of the testing and to study the materials that have proven most successful with these students. As the general developmental program grows, there should be less need for remedial work. Also, as our understanding of materials develops, it should be less difficult to care for the wide-spread of individual differences within each class. One of the challenges to the high schools of today is the building of broad developmental reading programs which will take care of all the students of high-school age and be of interest to them.

READING FOR BRIGHT PUPILS

Another part of this reading program was that of interesting faculty members in helping bright pupils to become better readers. In this project the highest students of a study group were assigned to the library for special reading. All of those chosen were very active in activities in and out of school, had IQ's in the 120-128 range, and were above average in reading if their school grade was used as the only criterion. For a control group, members of the faculty were asked¹ to recommend the three best readers in their special subjects. Those nominated who were already included in the special study group were eliminated from this control group since the reading and reporting of these students was done on an entirely voluntary basis. Some did a great deal of reading; others

were not quite so interested. Following are the reading scores for the two groups:

	115-119 group	120-128 group
Gr. 9	12.3	9.1
Gr. 8	10.72	9.85
Gr. 7	9.9	8.69

A factor which should have been explored with these groups was: Does the reading ability affect the results of group intelligence tests at this higher level as much as at lower reading levels? One indication that this might be true is that two of the boys in the control group (115-119) showed the greatest improvement in their reading scores. As evidence that it was a continuing gain, they scored the two highest in the school when the Iowa tests were given. Had time allowed, it would have been interesting, and perhaps profitable, to give Binet or Wechsler tests to all members of both groups.

Reading interest questionnaires were constructed and given all pupils. Responses were consistent with others already published in regard to teenagers reading interests. Questionnaires were sent to teachers asking them to note special abilities evident in these pupils. The most frequently noted special ability was speech. The pupils were asked to list their hobbies. Reading, stamp collecting, and studying tropical fish led the list which, on the whole, was quite comprehensive.

An analysis of the marks of six students from each group—randomly selected—showed most of the grades were "Satisfactory." One question which this might raise is: Is the difference in tested abilities in reading or in intelligence? The faculty was asked to assign special reading and library research projects to these students. For all extra reading, assigned or recreational, the students were asked to fill out evaluation cards. The main purposes of the evaluation were for record and to help the pupils find books in areas which might attract them but which they were neglecting. In addition the students were assigned to the library every other day—alternating with homemaking. They also (1) acted as readers' aids to the grade and junior high pupils; (2) looked up resource material for teachers; (3) intensively studied skits and, finally, found one, which, with revisions they presented to an assembly; and (4) studied reading technics and helped some with the coaching of a fourth-grade boy. They picked up the terminology and apparently an understanding of the reading technics involved, quite rapidly.

Those assigned regularly to the library developed much better reading habits. Because of their many activities, they seemed to need to re-develop good reading habits and interests. In three months their reading scores, as tested on the

new form of the *Stanford Achievement* tests, increased $1.1\frac{3}{4}$ in comprehension; .9 in vocabulary; 1.05 in usage; and .6 in spelling. Probably because of the regularity of their reading, their gains were much more consistent than were those of the control group whose reading was completely voluntary. However, two boys in the control group made greater gains than any of those in the regular reading group. The average gains of the control group were .8 in comprehension; .7 in vocabulary; .79 in usage; and .4 in spelling.

The gains in both groups were consistent with those which might be expected by the mere fact that a drive was being made to improve reading abilities. The two boys who showed the greatest gains also reported by far the most reading. Their hobbies, interests, and most of their reading were in the field of science. Is there a correlation between reading gain and intensive reading in science, or was the gain just due to the enthusiasm of these two boys? Comprehension and usage seem to benefit most from wide free reading.

The books read were very diversified. For both boys and girls, books by Kjelgaard, followed closely by those by Farley, led the list in popularity. Fiction, science, and social studies were the most-read fields. Whether this was partly as a reflection of fields in which reading was particularly encouraged or as a genuine reflection of the students' tastes is hard to say.

This undertaking was relatively unstructured but it does emphasize that (1) the reading of bright youngsters can be improved greatly; (2) material in specially assigned fields will probably help develop greater reading competencies than reading without a specific purpose; and (3) we should do more about developing the reading abilities of our superior pupils.

LEARNING TO READ

THE first-grade pupil of the future will learn to read faster, better, and with far more enjoyment if his teachers have anything to say about it—and if they are not hampered by overflowing classes, half-time sessions, and poor tools. So says the National Education Association in a 278-page report on *Reading for Today's Children* (\$3.50) released through its Department of Elementary-School Principals. More than seventy classroom teachers, principals, supervisors, and reading specialists helped to write the report. In the lead section of the report, A. Sterl Artley, professor of education at the University of Missouri, points out that no all-purpose, sure-fire, never-fail method of teaching reading has yet been devised. He cites gains that have been made in the last decade and a half, and blueprints some "musts" that lie ahead for both teachers and parents anxious to help children master the complex skill of reading. For one thing, teachers cannot teach it "wholesale," for each child has his own personal private timetable for growing in reading as well as in walking, talking, and teething. Sound teaching must respect this timetable and develop new techniques to help each child set a successful pace for himself.

Should We Give Up on High School English?

MAURICE L. PETTIT

EVEN the most severe antagonist of English would probably not wish to debate the question of whether the art of communication is basic to learning, intellectual growth, and social growth. Even the most ardent advocate of good communication would not wish to claim that the basic essentials to good communication are evidenced in sufficient quantities by high school and college graduates. Somewhere between the admitted need for these tools and the graduate's lack of them lies confusion; confusion on the part of school administrators, principals, teachers, students, parents, and businessmen employing the products of our high schools and colleges.

Before we can describe or condemn the graduates of high schools and colleges, however, we must carefully evaluate and define the issues. One of the first tasks is to define English and to be sure that we are all speaking of the same thing. Noah Webster defines English as the language of the English and of the people of the United States. More modern educators refer to English, at least on the elementary and lower secondary levels, as a communicative or language arts.

A serious look at the communicative arts would show us that we can divide these quite simply into two categories; namely, expressive arts and receptive arts. We can further break down these two categories as follows: the receptive arts include reading, listening, interpreting, and observing; the expressive arts include speaking, writing, painting, singing, or playing musical instruments. For our purposes here we shall include reading, listening, and observing under the general heading of receptive arts and writing and speaking under the expressive arts. This leads us to regard English as being more of an art or communicative tool than a subject.

The realization that must be kept foremost in the minds of all educators is that the quality of our thinking is directly related to our ability to use the receptive and expressive arts. How well we comprehend what we read influences what we think about that which we read. Our ability to express ourselves orally and in writing is basically related to how well we are oriented in our thinking.

Maurice L. Pettit is Chairman of the Division of Education and Psychology, Central Washington College of Education, Ellensburg, Washington.

What then becomes the basic issue, granting that all citizens need insight to participate in a democratic society? The basic issue is—how well are we teaching these arts and how can we teach them better? The most objective evaluation of English usage must be utilized. In an effort to find out how the subjects taught in high schools were contributing to student success in college, four doctoral dissertations were initiated in 1948 and completed in 1950 under the supervision of Dr. August Dvorak,¹ Director of Admissions Research at the University of Washington. The studies were undertaken to determine the validity of certain general and specific admission requirements at the university. The criterion of validity was the contribution of each required high-school subject to "success" in various subject areas at the university.

First, the general requirements of the university were analyzed, and then the specific requirements in twenty-six university subjects were evaluated. The four studies divided the university subject areas into four categories. The writer of this article evaluated the influence of high-school subjects on the natural science areas; George Meyer did the same for the social science area; Melvin Angell evaluated the arts area; and Richard Langton, the applied science area. The studies were primarily statistical in nature and had three well-defined purposes.

1. To evaluate the University of Washington entrance requirements in terms of their contributions to student success in 26 subject areas.
2. To determine what admission data contributed toward college success in the 26 different areas.
3. To gain the necessary information for and formulate a method of predicting college success, from currently available data, with maximum accuracy.

Admission requirements were evaluated by the following statistical treatment:

1. Zero order correlations and inter-correlations between each of the twenty-six university subject areas and the eight independent variables were computed on the basis of the high-school records for 2,243 students who entered the University of Washington in September, 1947. The eight independent variables were: English, mathematics, foreign language, social science, natural science, electives, A.C.E. (Q) scores, and A.C.E. (L) scores.
2. Seventh order partial r's, partial sigmas, beta, and *b* coefficients, and the *R* were computed for each of the twenty-six university areas and for "all university average." Nine variable regression equations were computed for each subject area and the "all university average."
3. The average grade predictions from the *b* coefficients and the regression equation were then checked against the achieved grade averages for nine subject areas and the "all university average." An IBM technique was utilized to predict the averages for all students in these nine subject areas and the "all-university average."

¹ College freshmen at the University of Washington are now furnished information on how well they can expect to succeed in various university areas. The bases for this predicted success were the studies described briefly herein. Each year the expected accuracy of the predicted grades is verified by the grades actually received by students electing the twenty-six university subjects.

4. Lastly, zero order correlations were computed between the predicted averages and the achieved averages in the nine subject areas and the "all-university average." This furnished a check on the accuracy of the predictions, the accuracy of the multiple R^2 's, and the accuracy of the procedure.

The evaluations of the admission requirements were determined in the light of college success alone, and "success" was taken to be the ability of the student to maintain a grade-point average high enough to retain him in college and for him to be graduated.

An analysis of the predicted averages for the "all-university average" showed that eighty-two per cent of all students who had predicted grades of 2.00 or better achieved a 2.00 or better, and eighty-nine per cent achieved a 1.8 average or better which is satisfactory work for the freshman year. Predictions of university English grades were even more accurate, resulting in eighty-nine per cent of all predicted grades of 2.00 or better achieving a 2.00 or better and ninety-two per cent achieving a 1.8 or better. This gave the writer the objective information to respond to the first question to be answered—how effective is the English we are teaching in high school?

FINDINGS AND CONCLUSIONS

Findings and conclusions of a rather specific nature can be gleaned from an analysis of the data on the eight independent variables based on the contributions of the variables to success in the university subject areas studied.

High-School English. High-school English made either *negative* or low contributions to scholastic success in nineteen of the twenty-six university subject areas. In the natural sciences area, English made only a moderately significant contribution in one area, that of anthropology. It made insignificant contributions to success in botany and zoology, and *negative* contributions to success in chemistry, geology, mathematics, and physics. In the social sciences area, high-school English again made only one moderately significant contribution to success. This was to philosophy. It made insignificant contributions to success in psychology, political science, and history. Its contribution to success in economics and business, geography, and sociology was *negative*.

In the arts area, high-school English made a significant contribution to success in university English, a significant contribution to success in classical language, a moderately significant contribution to success in journalism, an insignificant contribution to success in music, and negative contributions to success in art and Far Eastern. In the applied sciences area, high-school English made definitely significant contributions to success in forestry and home economics but decidedly negative contributions to success in architecture, engineering, and pharmacy.

It can be inferred from a study of these contributions that a re-evaluation at the University of Washington of the high-school English requirements for the twenty-six subject areas studied would be desirable.

What can be done in light of these disturbing findings to make English more meaningful, functional, and more of a contribution to the individual's success? A careful look at the high-school requirements and the provisions for satisfying the high-school English requirement shows us that there are too many ways of earning an English unit or credit required for graduation. The provisions vary among debate, speech, English literature, American literature, English composition, newswriting, *etc.* One does not wish to infer that these activities are no worth while, but ten to fifteen per cent of the university freshmen, who duly presented "satisfactory records in the required three years of high-school English," fail tests on rudimentary fundamentals of English and are relegated to non-credit, "bone-head" English classes. Apparently the major emphasis is not or has not been on the communicative arts—specifically spelling, reading, writing, and oral expression. The finding support this thesis. No one would seriously object if a student wanted to use newswriting, journalism, or debate for one of his English units providing he is capable of using the basic communicative tools. This could be established by most any standard English usage test.

The second discrepancy that appears is that the subject-minded English teacher designs her literature courses to include only the literary contributions of those literary solus (Shakespeare, Chaucer, *etc.*) that interest her as a teacher. The boy who wants to be a mechanic, or a carpenter, or a welder, or an athletic coach, or a plumber is not interested in Shakespeare—and if he is not interested, little learning will occur. Reliable studies show that only twenty-eight to thirty-two per cent of the total number of high-school graduates go to college. Yet the treatment and the offering and presentation of English is almost identical for all students in the literature classes. The English teacher may quietly reply that, regardless of the individual's chosen field, he should have an acquaintance with the works of the "great literary souls." But, should he not first be able to read, write, spell, and express himself orally? The discrepancy seems to be in what students are getting and what is universally agreed upon as basic communicative tools. Apparently our English curriculum and instruction is designed to make the high-school student literary rather than literate.

The third observation is that the high-school faculty is relying almost completely on the English teacher to teach the essential tools of communication. Nothing could be more unrealistic. If our faculty would understand that English is a necessary art in every field of endeavor, perhaps the faculty as a whole could attack this problem. If all teachers would give particular attention to the writing, sentence construction, punctuation, and spelling of all written assignments and give constructive criticisms, this situation should improve. All teachers need to be alert to grammatical errors in speaking and writing. Most classroom teachers will tell you that great improvements in the art of communication, both written and oral, can be made by alerting the students to the needs for

so doing. They also point out that a great number of errors can be eliminated both in spelling and in sentence structure not only by making the student sensitive to good communication, but also by insisting that each performs at a level to which he is capable. The tenth-grade English teacher might help a girl in her reading comprehension and reading rate if she would encourage her to read and help her to find materials in which she is really interested. English teachers must recognize that current instruction in English—protected by a three-unit requirement, is a status assigned to no other high-school subject.

1. Makes relatively smaller contributions to success (grades) in twenty-six university subject areas than does instruction in mathematics, natural science, or social science.
2. Seems unable to make ten to fifteen per cent of entering freshmen able to continue with the first and most elementary university English course.
3. Seems not to satisfy employees of high-school graduates for many non-professional positions in which only moderate amounts of literacy is needed.

A recognition and a frank consideration of these facts might well encourage more curriculum study and evaluation of high-school English which should eventually result in functional instead of traditional instruction being utilized. It's worth trying. If our high schools are to serve *all* our youth, the needs of *all* should be recognized. A decade of honest endeavor could not prove fruitless even if students' performance were not improved. At least the traditional instruction will not have proved to be responsible for the data which are the basis for current criticisms of high-school English.

This is not a wholesale condemnation of English teachers—they do not deserve *all* the criticisms they receive now from the citizenry because our students in too large numbers are without the communicative arts. They need help in taking a new look at how the essentials can be intelligently and interestingly presented, regardless of the title of the English course. The history, physics, mathematics, biology, physical education, and all the other teachers need to sit down with the English teacher and together devise ways of presenting first things first.

THE 40TH ANNUAL CONVENTION OF THE NATIONAL
ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

will be held at the

CONRAD HILTON HOTEL

Chicago, Illinois

February 25-29, 1956

Begin now to lay your plans to be there.

Changes in the Nation's Agriculture— Implications for the High School

DANIEL C. CHASE

WHILE the pronounced changes which have been occurring in agriculture are generally recognized, there is relatively little understanding as to the relationship and implications of the changes for the high-school vocational agriculture program. Yet, if vocational agriculture is to provide educational services in the decades ahead as effectively as it has in the past, it is essential that secondary-school administrators be aware of the significance of agricultural change for vocational agriculture.

Because of the socio-economic trends taking place in agriculture, our rural communities are faced with increasing numbers of youth who are constantly migrating away from the farm to non-farm occupations and occupations related to farming. This is but one symptom which reflects the basic fact that, as compared to earlier years, fewer farmers are needed to produce food and fiber for the nation. Effective guidance is essential if we are to eliminate much of the social cost that exists where farm youth haphazardly drift toward urban and metropolitan areas. The proper training of those who migrate away from the farm is a matter of concern for urban and metropolitan centers as well as the rural community if future citizens are to lead productive lives in those areas.

There are many other socio-economic trends taking place in agriculture which affect the high-school vocational agricultural program. As the age of farm operators increases and as older men remain in farming, there is less turnover of farms, which decreases the number available, thus making it more difficult for young men to become established in farming. Also, young men have to compete with older and more experienced farmers, and the age at which vocational agriculture graduates can become established in farming tends to increase.

The decrease in the number of farms is an indication that fewer farms are needed. For those aspiring to farm ownership, there are fewer farms from which to select. The increase in the size of farms has meant greater capital outlays for both farm purchase and operation. Larger farms tend to require more farm management skill. They tend to increase the difficulty of achieving farm ownership, and they tend to make agricultural college training more desirable. While a few new areas, particularly reclamation projects sponsored by the government, have made some new farms available since World War II,

Daniel C. Chase is a Faculty Member of the Department of Education, California State Polytechnic College, San Luis Obispo, California.

there is a relative lack of new lands that can be brought into cultivation. With cropland acreage remaining almost constant since 1920, young men, for the most part, can no longer become established in farming by developing new farms in new farm areas. This has been one important factor that has meant that those young men who have land in the family are increasingly the ones who have been able to become established in farming. With the increase in part-owners and part-time farming, non-farm occupations represent the major source of income for ever greater numbers of farmers. Agricultural training to meet the needs of this group becomes more necessary.

Increased farm mechanization has meant that those vocational agriculture graduates who can acquire a farm must be more highly skilled in farm machinery selection, maintenance, and repair. The many technological developments have resulted in a large growth in the industries serving farmers. Along with this change, there has been an accompanying increase in the occupations related to farming. Greater numbers of vocational agriculture graduates are entering the occupations related to farming, which has tended to increase the need for agricultural training for farm-related occupations. Also, those who are able to acquire a farm must be more highly skilled in farm technology. Under the circumstances, agricultural college training becomes increasingly important for vocational agriculture graduates who seek establishment in farming.

Increased capital requirements for farm operation tend to limit the opportunities and raise the age at which young men can become established in farming. Increased capital requirements for farm purchase tend to postpone the time when rural youth can enter farming, as well as limit the number who can enter farming. A knowledge of the economic aspects of farming and skill in managing a farm are increasingly essential to successful farm ownership and operation.

With by far the greater part of the population removed from agriculture, it has become more important for agriculture and for the nation as a whole that the education of the non-farm population include training for understanding the problems of agriculture and their importance to the non-farm economy and non-farm population. At the same time, it has become more important for agriculture and the nation as a whole that the education of the farm population include training for understanding the place of agriculture in the total economy and the influence of the non-farm section on agriculture.

With the farmer's success increasingly being determined by conditions beyond his control, it has become more important that vocational agriculture graduates have an understanding of the many broad off-farm factors that determine success in farming. Such qualities as ambition, honesty, willingness to work hard, production know-how, and farm skills are still needed, but knowledge of off-farm aspects is at least of equal importance in modern-day agriculture. The

increasing complexity of agriculture and its increasing dependence on the non-farm economy make it more difficult to enter and remain in farming.

As a result of these agricultural changes and their implications for vocational agriculture, it is essential that administrators and agriculture teachers work together to make the adjustments in the instructional program which will render maximum service to rural youth. Vocational agriculture in the secondary school should continue to prepare for establishment in farming, but it is equally important that we provide guidance for those who may leave the farm to enter non-farm occupations. The high-school agriculture program should prepare farm youth for occupations related to farming and instruction should take into consideration those who are or who may become part-time farmers.

For pupils who have opportunity to enter farming on a sound and permanent basis, the instructional program should place greater emphasis on the management, economic, and mechanical phases of agriculture. General or non-vocational agriculture training for non-farm persons should be provided in the secondary school under the direction of the vocational agriculture teacher, but such training should not be an objective of vocational agriculture. Offering both vocational agriculture and general agriculture will make a heavier teaching load, which may mean an additional agriculture teacher will be needed in many schools.

There are other more detailed aspects involved in adjusting vocational agriculture instruction to the socio-economic trends in agriculture, but these few observations serve to indicate some of the broader modifications needed in the high-school vocational agriculture program. Administrator-vocational agriculture teamwork in making needed adjustments will open a new era of educational service to the rural people of America.

HIGH SCHOOL OFFICERS' KIT

YOUR Association has developed a new kit of materials to help make student organization meetings more effective by making them more orderly and systematic. *Each* kit contains selected materials for the group sponsor, president, vice president, secretary, and treasurer. Contents of president's kit include: The President and His Job; The Leadership Personality; Parliamentary Procedure Made Easy; Officers and Committees at a Glance; Monthly Business and Program Schedules; Six-Year Calendar; Meeting Agenda and Record Sheets; Committee Assignment and Report Sheets.

Each Kit, \$2.50

Order from

National Association of Secondary-School Principals
1201 Sixteenth Street, N. W., Washington 6, D. C.

The Book Column

Professional Books

BEACH, F. F. and WILL, R. F. *The State and Education*. Washington 25, D. C.: Supt. of Doc. 1955. 183 pp. (9" x 11½"). \$1. In the years immediately ahead state after state will face with increasing urgency the task of reorganizing and revitalizing its administrative machinery to supervise and control the state program of education. This is a consequence of the vast growth and expansion of the public education enterprise to meet mounting demands of an every increasing population and an advancing civilization. Few responsibilities call for greater vision and understanding; few will have larger consequences for the destiny of the whole people.

This study was undertaken to provide information of those states which will embark upon this task. Basic information on state level structure and organization for public education as of July 1954 is included in the Appendix. Analyses of these data and of those found in the U. S. Commissioner of Education reports, together with the findings of state education surveys of the last decade, furnish the bases for pointing out common elements of development, significant trends, and desirable practices.

The study is focused on the structure and control of public education at the state level; it deals specifically with the state educational agencies of the forty-eight states. Many state agencies whose activities affect the education program are not included. Examples of these agencies are licensing boards for the professions other than teaching, apprenticeship councils, teacher retirement boards, state museum boards, and state library commissions. State schools for mentally defective youth, juvenile delinquents, and cerebral palsied children are likewise not treated in the basic data.

The analysis of the basic data is presented in four sections: Section I, entitled, "The Control of Public Education at the State Level," contains the first three chapters. Section II, entitled "The Structure of Public Education at the State Level," contains chapters 4 and 5. Section III, entitled, "The Expanding Role of State Boards of Education and Chief State School Officers," contains chapters 6, 7, and 8. Section IV, entitled "The Evolving Structure for the State Program of Education," deals with fundamental changes in the state education structure. A trend toward two major education boards of co-ordinative authority is noted, one for common schools and one for the institutions at the state level not under the state board of education. Problems in co-ordinating the work of such boards are identified, and the urgent need for research is indicated.

BUTTS, R. F. *Assumptions Underlying Australian Education*. New York Bureau of Publications, Teachers College, Columbia Univ. 1955. 92 pp. \$2.50. This is a lecture given at a joint meeting of the Victorian Institute for Educational Research and the New Education Fellowship at the University of Melbourne while the author was making a study of Australian education as a Fulbright Research Scholar during the latter half of 1954.

Claremont College Reading Conference, 19th Yearbook. Claremont, California: Claremont College Curriculum Laboratory, Harper Hall, 1954. 143 pp. \$2.50. The Claremont conference is concerned with clarifying the fundamental nature

of the reading process and with implementing the applications of that process in all phases of human concern. How these concerns were related in the work of the conference is discussed in this yearbook under the title "Human Relations and the Reading Process."

The distinction between primary reading and secondary reading is an important one for school consideration. Primary reading is concerned with the reading of things as direct objects of regard. In secondary reading, symbols and symbolic representation are prominent rather than the primary objects so symbolized. In like manner, recognition that every sensory process may be used in reading is important. The narrow treatment of reading to include only the visual process and printed words as stimuli is untenable as a basis for effective educational offerings.

Dr. Ruth Strang aptly illustrates a broader and more functional concept of reading in her discussion of "Reading Observed Behavior." Her thesis, that "Through their behavior, children and young people are constantly telling us what is right or what is wrong in their environments," presents a vast field for reading human relations. Her discussion of the "readability" of the reports of the readings teachers and others have made of children's behavior is timely and helpful.

Characteristics which make teacher-pupil relationships fruitful and constructive are presented and discussed by Dr. Katherine Bishop under the title, "Reading Teacher-Pupil Relations." She presents sincerity and integrity as the foundation for all constructive human relations. Specific and pertinent applications of these in reading the effectiveness of the school environment are presented with understanding.

The manner in which one reads human relations will be affected by the ethical standards which one uses. Mrs. Mildred Cranston presents a five-fold basis of ethical concepts which are fundamental in this regard. As a member of a board of education, her acceptance and utilization of a broad concept of the reading process is particularly stimulating.

Since every school has among its pupils those who read slowly and laboriously, there is perennial interest in finding more effective ways to help them. This condition occurs regardless of how one defines reading. Mrs. Garretson's discussion on "How One School Read the Needs of the Slow Reader," will prove helpful to those who are looking for ways to help with this problem. Other papers included in this book are: "Human Relations and the Reading Process" by Peter L. Spencer, "Helping Older Children—etc.

CONGER, L. H. *Demand and Supply of Teachers in the Upstate New York Public Schools*. Albany: New York State Department of Education. 1955. 80 pp. Multilated. This report begins with a rather detailed description of the current situation concerning new teachers in upstate New York public schools—the number employed, the sources from which they are coming, indications of their quality, the number being prepared by colleges, and evidence of shortages. Then the future demand for teachers is studied, together with miscellaneous factors related to the future supply of teachers. After a brief section on the need for teachers in the New York City public schools, the report closes with a resume of key points about teacher supply and demand.

Credit Courses by Television. Washington 6, D. C.: American Council on Education. 1955. 58 pp. \$1. A report of a Conference sponsored jointly by the Committee on Television of the American Council of Education and Continuing Education Service of Michigan State College, East Lansing, Michigan, February 21-22, 1955.

DE KIEFFER, ROBERT and COCHRAN, L. W. *Manual of Audio-Visual Techniques*. New York 11: Prentice-Hall, Inc. 1955. 224 pp. (9" x 11"). \$3.60. This age of technology has provided a vast array of instructional materials and equipment. With these tools we can improve our teaching methods and techniques. This *Manual* demonstrates many ways in which instruction may be improved. Further, it gives the teacher an opportunity to develop and study techniques and materials that may be used in teaching his own subject, regardless of content or grade level.

The *Manual* provides concise textual information concerning a great many media of communication and the correct techniques for handling them to their best advantage. The authors have gathered material from outstanding textbooks and research studies and interpreted it from the standpoint of practical teaching experience. The *Manual* contains references at the end of each chapter to six leading textbooks in the audio-visual field so that students may read at great length material related to the specific subject of the chapter. Additional bibliographic material includes those current articles, books, pamphlets, and filmstrips that best illustrate the particular subject under discussion. A series of thought-provoking problems and projects in each chapter enables students to acquire immediate, practical experience in the new techniques. All pages are perforated and punched, and may thus be kept in a notebook for later reference.

DEWHURST, J. F. and associates. *America's Needs and Resources: A New Survey*. New York 36: Twentieth Century Fund, 330 W. 42nd St. 1955. 1148 pp. 352 tables, 105 figures, cloth \$10. America now has the strongest, most productive economic system in human history, capable of attaining by 1960 a total national output of \$414 billion and making possible an average family income of more than \$6,000 per year, with prospects of still greater growth in the years ahead. This is one of the central conclusions of a major economic study brought out by the Twentieth Century Fund. Among the striking findings in this book are the following:

1. American productivity, meaning the average output per hour of work, is increasing so rapidly that if present rates continue, in another century we shall be able to produce as much in one 7-hour day as we now produce in a 40-hour week.
2. During the past century our rate of output has risen so fast that the average American worker today produces nearly six times as much in an hour of work as his great-grandfather did in 1850. Measured in today's purchasing power, an average hour's work in 1850 yielded 38 cents' worth of goods and services, while an average hour's work in 1960 will produce an estimated \$2.68 in goods and services.
3. At our present rate of growth, we shall have a population of 177 million in 1960. A total of 69 million should be at work or in the armed services and unemployment (principally shifts between jobs) should not average more than 5 per cent of the working force, or 3.5 million. Total national output should reach \$414 billion at current prices, yielding total personal income of \$315 billion, or an average yearly income of more than \$6,000 per household for the country as a whole.
4. If we assume that unemployment will go no higher than it is today, with working hours about the same and productivity rising 35 per cent in the 1950s (it rose 47 per cent during the 1940's) we could produce a total national output as high as \$490 billion by 1960. If we were forced into war emergency conditions similar to those of World War II, our total national output could approach \$600 billion by 1960.
5. The United States, with little more than 6 per cent of the world's population and less than 7 per cent of its land area, now produces and consumes well over

one third of the world's goods and services, and turns out nearly half of the world's factory-produced goods.

6. The aggregate real income of the more than 160 million Americans today probably exceeds the combined income of the 600 million people living in Europe and Russia and far surpasses the total income of the more than one billion inhabitants of Asia.

7. While American productivity has steadily gone up, working hours have steadily gone down, from an average of 70 hours per week in 1850 to the 40-hour week of today. It would take an 1850 worker three weeks at 70 hours per week to produce as much as an average worker turns out in a 40-hour week today.

8. Although the nation as a whole is at peak prosperity, there are still many Americans who have substandard housing, inadequate clothing, and insufficient food, schooling, medical care, and other basic requirements. If we brought our total national output up to a level needed to make possible adequate standards of health and decency for every living American, we would need to produce a total only 7 per cent larger than our estimated national output in 1960.

9. In the middle of the nineteenth century more than one eighth of all the work was done by human beings and more than half by horses, mules, and oxen. Animate energy—muscle work—thus accounted for slightly less than two thirds of the work, and inanimate sources for a little more than one third. By 1900 the work-animal share had dropped to 22 per cent of the total and that of human workers to 5 per cent. Fifty years later muscle power was all but eliminated, and inanimate energy accounted for nearly 99 per cent of our much larger work output.

10. Weighing the possible uses of atomic energy, the survey quotes one authority as estimating that our presently known world reserves of uranium and thorium have a recoverable heat content over 25 times as large as that of the world's coal reserves and 100 times that of oil and gas. Speculating on the possibly that the awesome energy of an H-bomb explosion might some day be controlled for peacetime uses, the survey cites another authority as estimating that the hydrogen in one cubic mile of sea water would supply enough energy to satisfy our energy wants at the 1950 rate for about 300 centuries. Other sources of virtually unlimited energy that may be developed include the possibility of being able to duplicate artificially the process of photosynthesis whereby plants store up the limitless energy of the sun; as well as direct utilization of solar energy as in the recently announced solar battery.

11. Summing up the effects of these and many other developments throughout our entire economic system, the survey concludes: "The material welfare of the American people and our progress during recent decades can be suggested by such measures as national income per capita and per family . . . National income per capita in the United States, for example, amounted to \$1,585 in 1950; per family, or household, to \$5,535 . . . Income per capita in this country in 1950 exceeded that of any country and was probably five times the average for the world as a whole."

Experimental Psychology. New York 16: Philosophical Library. 1955. 78 pp. \$2.75. Various misconceptions surround the work of experimental psychologists. This series of talks was intended to illustrate the sort of work which they are pursuing at the present time, and also to exhibit the general attitude which experimental psychologists develop in their attempts to obtain a scientific understanding of the activities of human beings and sub-human organisms.

FERSH, G. L., editor. *The Problems Approach and the Social Studies*. Washington 6, D. C.: The Council for the Social Studies, 1201 Sixteenth Street, N. W. 1955. 125 pp. (8" x 11"). \$2. This book presents one of the newer and more promising approaches to the selection and organization of content. In it the reader will find a discussion of the philosophic and theoretical bases for a problem-centered curriculum as well as descriptions of applications of the problems approach. Social studies teachers in each school division will find in this bulletin suggestive accounts of problem-centered programs carried on at their particular grade level. They will find practical suggestions concerning methods and techniques in the use of the problems approach as well as basic and valuable materials to make classroom work more effective. Here also are materials that should be studied and drawn upon by those in teacher education who have a responsibility for helping social studies teachers-in-preparation gain an understanding of the problems approach.

Readers of this manual will also profit from a study of other bulletins in the Curriculum Series of the National Council for the Social Studies. Each volume in the Series is focused on social studies programs for a particular school division. Each presents description of a variety of types of social studies programs ranging from the traditional to experimental and including accounts of problem-centered units or courses.

HORKHEIMER, P. A. *Elementary Teachers Guide to Free Curriculum Materials, Twelfth Annual Edition*. Randolph, Wis.: Educators Progress Service. 1955. 329 pp. (8½" x 11"), \$5.50. This twelfth annual edition is a professional cyclopedic service, on free learning aids. Items listed have been selected on the basis of: (1) educational appropriateness, (2) timeliness, (3) arrangement, style, and usability, and (4) freedom from undesirable features. The analysis of the materials listed in the manual has been prepared to meet the requests of superintendents, supervisors, education directors, teachers, and librarians who are seeking selected, free educational materials in special curriculum areas. The book contains information about a wealth of free materials offered in the fields of audio-visual aids, business education, fine arts, health and physical education, home economics, and the social studies, in addition to materials in specialized fields. The listings are classified under fifteen major areas with some of these further subdivided. Of particular interest is the section on "Teacher Reference and Professional Growth Materials" for the professional use of the teacher.

This volume replaces all preceding editions. Limiting the content of the manual to about 1,200 titles and using less than 50 per cent of the available acceptable listings have together combined to make the materials listed in this edition the most highly selective in the history of the manual. Every title has been rechecked for availability, nature and content of listing, distribution conditions, and educational value. This edition lists 1,207 items, of which 528, or 43.7 per cent are new. All new titles are starred. Many titles have been deleted. Materials are available from 511 sources, of which 138 are new this year. The units have been set up in a separate booklet for convenient reference. This manual is a complete, up-to-date, annotated schedule of selected free maps, bulletins, pamphlets, exhibits, charts, and books. It brings the compiled information on this vast array of worth-while free educational materials for immediate use—all at your finger tips, within the covers of a single book.

KELLEY, J. A. *Guidance and Curriculum*. New York 11: Prentice-Hall. 1955. 554 pp. Whatever part you play in the vital activity of guidance, you will find

countless helpful suggestions and advice in this work. It actually shows how you can help make guidance an integral part of the school program. Whether you're a parent, counselor, or teacher—your role is clearly and meaningfully outlined. With the teacher as the *pivot* for guidance program work, rather than as an isolated worker, the author shows how parents, extracurricular advisers, counselors, and members of the community agencies can work together in an integrated effort. Team-work is the keynote for the successful program she suggests.

Organizing her study into five basic theses, the author gives an orientation of the general aims of education, a definition of the present-day curriculum, and the characteristics of the adolescent student. She then proceeds to explain how a guidance-based curriculum can be built. She shows how guidance and curriculum personnel might integrate their fields through a mutual bridging of gaps at transition spots, and discusses the roles of parents, community-school groups, and agencies. In the final section, attention is given to research, evaluation, counseling, testing, and records needed.

MCDONALD, BLANCHE, and NELSON, LESLIE. *Successful Classroom Control*. Dubuque, Iowa: Wm. C. Brown Co. 1955. 169 pp. (8½" x 11"). \$3. The authors discuss many of the varied aspects of classroom control. Their approach is a sane and practical one that calls for teacher analysis as well as pupil analysis. The chapter headings present an idea of the areas covered: Basic Factors in Classroom Control; Understanding the Child; Classroom Management; Teaching Factors Conducive to Classroom Control; Specific Methods for Meeting Behavior Problems; Good Manners as an Aid to Classroom Control—the Children's Manners and the Teacher's Manners; Teachers Are People; The School Newspaper as a Summation of Classroom Control.

MORGAN, H. N., editor. *Music in American Education*. Chicago 4, Ill.: Music Educators National Conference, 64 E. Jackson Blvd. 1955, 381 pp. \$4.75. This latest publication of the MENC, like its predecessor, *Music Education Source Book* is a worthy example of the results of organized co-operative effort on a nation-wide scale. One thousand nine hundred sixty-seven members and friends of the MENC participated in the committee activities which brought forth the material from which the major portion of this volume was compiled. Approximately four years were devoted to the committee project. Of this period, the first months were devoted to study, survey, and planning of the project. Months more were devoted to the organization of the forty-one national committees, from which stemmed the state and regional committee organization. The initiation of this program was under the supervision of Marguerite V. Hood, president of the MENC (1950-1952) who developed the philosophical basis and organization plan of the project. With the assistance of the MENC national, division, and state officers, the basic national committee organization, enlisting many hundreds of MENC members, was completed in time for the initial "trial run" of the new *Music in American Education* committee setup, which was a feature of the MENC biennial convention held in Philadelphia in the spring of 1952. Thus was laid the foundation for the function of the committees during the ensuing biennium. This work was carried under the direction of President Ralph E. Bush.

Says Hazel Morgan, editor, who also edited the first *Source Book*, "It has been an interesting, revealing and rewarding experience to edit this books. It truly represents the experience and efforts of thousands of professionally minded individuals, who

have given unstintingly of their time and best thinking so that music education as a profession and an art might better serve all the children of all the people."

The book is a great storehouse of information and presents a picture of today in music education, as well as a look at tomorrow. The book is organized in thirty chapters and divided into seven sections, with an extensive appendix and many classified bibliographies. Following is a condensed outline of the table of contents:

SECTION ONE. *Professional and Public Relations of the Music Educator*. Chapter I—Music in General Education; II—Administration of a Music Education Program; III—The Supervision of Music Education; and IV—Music Education and International Relations.

SECTION TWO. *Preschool and Kindergarten, Elementary, Rural*. Chapter V—Music for Elementary Schools; VI—Music for Early Childhood—Ages Two to Six; VII—Basic Music in the Elementary School; VIII—Music in the Rural School; and IX—Music for the Elementary Teacher.

SECTION THREE. *Junior and Senior High Schools*. Chapter X—Music for Secondary School; XI—Junior High-School Music; and XII—Senior High-School Music.

SECTION FOUR. *College and Universities*. Chapter XIII—Music in Colleges and Universities; XIV—The Junior College; XV—Music for the General College Student; XVI—Education of the Music Teacher; and XVII—Graduate Study in Music Education.

SECTION FIVE. *General and Special Areas in Music Education*. Chapter XVIII—General Music Classes at the Secondary Level; XIX—Instrumental Music in the Schools (Band and Orchestra); XX—Piano and Organ Instruction in the Schools; XXI—Vocal Music in the Schools; and XXII—Music Literature, Theory, Harmony, and Composition.

SECTION SIX. *Curricular Resources*. Chapter XXIII—Audio-Visual Aids in Music Education; XXIV—Contemporary Music for American Schools; and XXV—Opera in American Schools.

SECTION SEVEN. *Study Projects*. Chapter XXVI—Credentials for Teaching Music in the Schools; XXVII—Music and Adult Education; XXVIII—Music Education in the Community; XXIX—Music Education for Exceptional Children; and XXX—Music Education and the National Welfare.

There is a comprehensive index, and the appendix includes, among some twenty items, such currently useful material as MENC resolutions for 1953, 1954, 1955; schedules of minimum standards for string instruments in the schools; the code for the National Anthem of the United States of America; codes for public relations; selected list of books on elementary and secondary education; facts about the music educators national conference; personnel of the music in American education committee organization; and the music in American life commission and committee plan.

NIBLETT, W. R. *Education—The Lost Dimension*. New York 16: William Sloane Associates. 1955. 160 pp. \$2.50. The Foreword states: "This is a book for those who are interested either as parents or teachers in the cultivation of personality in children and young people. The author is one of those rare moderns who can say both that science is here to stay and that science is not enough; who can discuss with competence and respect the great strength of cultural traditions and

insist that there is still room for the unexpected contribution of each individual spirit. Far from encouraging pessimism or despair, this book evokes in the reader a desire to find someone to teach at once, to seek for an imagination to cherish, a sensitivity to protest"

The author recognizes the important contribution of the sociological approach to education, but feels that it has serious inadequacies, particularly in its emphasis upon group behavior, which tends to underestimate the worth of the individual. We need, he feels, men and women who are whole persons, cognizant of the best ideals of Western civilization and capable of forthright action according to those ideals. He speaks of the need for inheriting traditions; of discipline and freedom, of the release of leadership; and of the place of religion and spiritual values in education. In short, he argues for a new depth and purpose in teaching.

Rural Education—A Forward Look. Washington 6, D. C.: Department of Rural Education of the National Education Association, 1201 Sixteenth St., N. W. 1955. 504 pp. \$3.50. This, the 1955 Yearbook of the Department of Rural Education, draws upon the 1954 National Conference on Rural Education for much of its material. It is presented in two ways. Part I presents an overview of education for rural America—its achievements, continuing problems and some suggestions for their solution, and the challenge for the immediate future. This section is organized around topics which the editors believe to be of major importance. In Parts II and III major conference addresses are presented. Part II includes, in slightly condensed form, all papers presented in the general sessions and the four Assemblies. Part III includes a number of papers from the various Divisions, selected for their value as comprehensive statements or because their major content could not be incorporated into the necessarily brief treatment of topics in Part I.

This Yearbook will surely take its place as one of the basic documents in the literature of rural education. It has significance for the classroom teacher facing tomorrow's immediate problems and for the university professor directing his graduate students into fundamental research for the more distant future. Local, county, intermediate, and state school administrators and members of their staffs will find it helpful as will the innumerable leaders of organizations and agencies whose activities and interests aid and support the public schools. It is, in fact, an essential volume for anyone who is thoughtfully interested in the best education obtainable for rural people in the second half of this century.

SARGENT, C. G. and BÉLISLE, E. L. *Educational Administration: Cases and Concepts.* Boston 7: Houghton Mifflin Co., 2 Park St. 1955. 488 pp. \$5.50. By capturing the vitality of real administrative situations, this new casebook helps to awaken—in persons of administrative orientation or experience—an urge to test their mettle in comprehension and handling. The book thus helps to bridge the gap between *knowing* about the administrator behavior and *behaving* in terms of such knowledge.

This volume presents thirty-five case studies in educational administration, utilizing the case method that has proved so valuable in law, medicine, and, more recently, business and public administration. These real cases (with few exceptions all names are disguised) comprise approximately two thirds of the book. They have been selected by the authors from approximately 120 usable cases developed during the past three years by a special staff in case research and writing at Harvard University's Graduate School of Education. The book also considers the question of relating the study of concepts to the development of administrative skills.

Each case has been used by groups of graduate students in educational administration and has subsequently been revised, edited, and re-tested. The cases are primarily concerned with the problems and situations of the superintendent. At the same time, many of the cases revolve around other administrative roles because it is felt that competence at one level of administration indicates knowledge of an insight into problems and decisions elsewhere in the administrative structure.

SECKLER-HUDSON, CATHERYN. *Organization and Management: Theory and Practice*. Washington 6, D. C.: American Univ. Press, 1951 F Street, N. W. 1955. 334 pp. \$5. The primary purpose of this volume is to present a systematic and critical analysis of the principles and processes of organization and management as they are found in large establishments. A supplementary purpose is to propose extensive checklists and criteria concerning the principles and processes. These should provide useful guides and yardsticks for specialists, executives, and students of administration as they analyze and evaluate particular operations. The volume also contains an extensive annotated bibliography of over 500 selected entries, covering significant books, periodicals, and public documents—all of which are important reading for executives, specialists, practitioners, and students of public and private administration.

The volume as a whole is written primarily for teachers, training officers, supervisors, executives, and all students interested in team effort in large operations. It is based upon twenty-five years of research, practical experience, classroom instruction, and numerous lectures to executive training groups. Much of the content of this book has been tested in governmental agencies, and a significant amount of it has been incorporated in various government documents.

A deliberate attempt has been made to avoid descriptive detail which may soon be obsolete. Instead, attention is directed to principles and processes together with their practical application and limitations. The book is written with the firm conviction that there is no one formula or series of formulae that will answer all problems and questions. Each leader, student, or worker must equip himself with the essential knowledge and tools that will enable him to examine and evaluate a particular situation. With such an analysis, he should be able to diagnose the situation and prescribe appropriate remedies, solution, and action.

In this volume, emphasis is placed primarily, but not exclusively, upon *public* management. Further, special attention is directed to top management and all levels of responsibility in the organization. Case problems and searching questions introduce each chapter. These questions and problems should aid the student or reader in making specific application to the chapter contents.

The motivating influence in the presentation of this material has been the belief of the author that leaders in all levels of administration can grow and develop to a stature of operation not generally recognized. Furthermore, through continuous efforts toward self-improvement, leaders everywhere can inspire and energize their subordinates to develop to the utmost of their potentialities. This is the author's theory of management.

Teacher's Manual for the Third Edition of Sportsmanlike Driving. Washington 6, D. C.: American Automobile Assn. 1955. 200 pp. One copy free to teachers using the textbook, *Sportsmanlike Driving*. A comprehensive manual providing practical assistance to teachers in planning, enriching, and carrying on high-quality courses in driver and traffic education. The book is divided into five parts: "Planning

an Effective Course," "Teaching Materials and Equipment," "For Classroom Instruction," "For Practice Driving Instruction," and "Tests for Driving Skills."

What Do They Learn—About Education? New York 27: Metropolitan School Study Council, 525 W. 120 St. 1955. 40 pp. 90c. Research into the matter of why some schools are better than others has led to the discovery that what people in a community really know about schools has a great deal to do with the kind of schools that the community has. However, what people know about schools is largely an accidental accumulation of knowledge from childhood experiences, newspapers, and hearsay.

Dr. Donald Ross, in his Foreword to this publication, says: "Possibly for the same reasons that the proverbial shoemaker's children went barefooted, those aspects of history, civics, literature, comparative culture, and vocational guidance that relate to educational provisions have not received much attention in our schools. If we think that schools should explain our American heritage, should contribute to wiser citizenship, should help people enter professions both rewarding to themselves and to society, then it is reasonable that we teach about education in our public schools."

In order to assist in this reasonable curricular inclusion, an MSSC committee of teachers and others concerned with education has prepared this booklet of practices being used in schools today to teach about education. Gathered from 70 school systems (contributing over 900 replies to a questionnaire), these practices range through all grade levels and many subject fields. They are presented under such general topic headings as: Educational Systems Past and Present; Educational Civics; Structure, Control, and Support of Public Education; The Learning Process; and Discussion of Educational Issues. Also included is an outline which might serve as a basic framework of the subject matter to be covered in the twelve-year continuum of education.

Books for Pupil-Teacher Use

ARMITAGE, FLORA. *The Desert and the Stars*. New York 17: Henry Holt and Co. 1955. 318 pp. \$4. T. E. Lawrence, alias T. E. Shaw, alias Aircraftsman Ross, was one of the strangest public figures of the twentieth century. In an incandescent para-military career that ended before he was thirty, he established himself as a World War I hero. In a literary career that began after his thirtieth year, he wrote *The Seven Pillars of Wisdom*, a magnificent work of personal journalism and literary experimentation, translated Homer's *Odyssey*, and completed the manuscript of his last work, *The Mint*.

ANDERSON, KENNETH. *Nine Man-Eaters*. New York 10: E. P. Dutton and Co. 1955. 251 pp. \$3.75. Since the author adopted the hazardous speciality of hunting man-eaters, he has matched wits and strength with new beasts of cunning and courage. In this exciting book, he recreates with extraordinary vividness and suspense the ten most thrilling battles he has had with man-eating tigers, leopards, panthers, and one vicious rogue elephant in the jungles of southern India. The author's painfully acquired knowledge of the jungle and its ways (he can read the signs of the forest as we read road signs) saved his life time and again in his encounters with the man-eaters. He knew, though the tiger tried to disprove it, that a 12-foot rock put him just beyond the reach of the Holalkere tiger's reach. This was the strange beast that confuses his trackers by hunting with a cattle-killing mate.

ARCHIBALD, JOSEPH. *Aviation Cadet*. New York 3: Longmans, Green and Co. 1955. 167 pp. \$2.50. Aviation Cadet Melvin Towne was serious about flying, but his friend Stan Mercer would have been glad to see the last of Hondo Air Force Base—or so he said. Thanks to Mel and tough Harry Verban, their instructor, Stan didn't wash out and he did learn to fly. When the two cadets disobeyed orders and made a force landing to rescue an injured rancher, it looked as if both would be out of the Air Force—they went instead to Williams Field to fly jets.

BEIM, JERROLD. *A Vote for Dick*. New York 17: Harcourt, Brace and Co. 1955. 123 pp. \$2.50. Dick's grades in Amesville Central School were always passing, but his parents wanted him to do better. Surely, if he tried a little harder, he could make two A's on two marking periods in a row. His parents made this the condition under which they would give him the English bike he longed to have. But Dick was in despair; he wasn't as smart as Cliff Patterson, another seventh-grade pupil, and he was sure he'd never get the necessary A's. Then, too, the plans for the school dance and his part in helping to publicize the need for a new school took lots of time. Before he quite realized it, he was relying more and more on a classmate who would give him the correct answers to the arithmetic homework, always a difficult subject for Dick. Too late, he discovered that cheating only led to further trouble. Finally, Dick finds courage to admit his mistakes, and his parents realize that, while good grades are important, it is equally important for a boy or girl to take part in school and community activities.

BELLEW, PETER, and SCHUTZ, ANTON, designers and editors. *Yugoslavia—Mediaeval Frescoes*. Vol. IV. Greenwich, Conn.: New York Graphic Society, 95 E. Putnam Ave. 1955. 32 pp. plus 32 full-page colorplates. (13 $\frac{1}{4}$ " x 19"). \$15. This is the fourth book in the "Unesco World Art Series" devoted to the rare art masterpieces of the world. Svetozar Radojcic writes the introduction and David Talbot Rice, the preface. Already published and reviewed in the March, 1955, issue of THE BULLETIN are: *India—Paintings from the Ajanta Caves*, *Egypt—Paintings from Tombs and Temples*, and *Australia—Aboriginal Paintings—Arnhem Land*. They also are available at the above address at \$15 per volume. Volumes in process of preparation are: *Norway—Paintings from the Stave Churches*, *Italy—Masaccio*, and *Iran—Early Persian Miniatures*. This series is designed to bring within the reach of artists, teachers, students, and the wide art-loving public the finest quality color reproductions of masterpieces of art which hitherto have been known to only a limited few. With the co-operation of the governments and National Commissions of Unesco member states, experts from the New York Graphic Society and Unesco have visited the various countries to assemble and have recorded by the most modern methods the material for these books.

The paintings illustrated in this book have come from a number of different churches. These reproductions give one some idea of the contributions made to art by Macedonia during the eleventh and twelfth centuries and by Serbia from the beginning of the thirteenth century until the year 1459. "They show to what extent our mediaeval artists, contemplating with youthful eyes models of long ago, were able to develop a great traditional art by their creative impulse and their craftsmanship," as Mr. Radojcic states in the "Introduction" of the book.

BERESFORD-HOWE, CONSTANCE. *My Lady Greensleeves*. New York 18: Ballantine Books, 404-5th Ave. 1955. 224 pp. 35c. A novel dealing with the love of a woman and her own brave attempt to free herself from the stern conventions of the Elizabethan times. A Ballantine book.

BLAIR, CLAY, JR. *Beyond Courage*. New York 17: David McKay and Co. 1955. 255 pp. \$3.50. The author, close to Air Force headquarters during the Korean war, heard, as did everyone there, fascinating stories of Air Force pilots who had crashed or been shot down behind enemy lines and then managed, by one means or another often enduring incredible hardships, to make their way back to UN lines. However, at the time, these stories were highly classified and not available for publication. Now the author has been allowed to go through these secret files and has studied the full details of these dramatic escapes. The most exciting of these he presents in this book. In addition, he has interviewed the men themselves to fill in any missing links in the stories they gave to Air Force officers shortly after their rescue, and to recapture their own personal reactions to their amazing adventures.

Here are unbelievable accounts of the UN forces in Korea—for the stories are peopled, not just with Americans, but with Turks and Greeks and ROK's and friendly North Korean Christians, who often risked their lives to help downed airmen. You can feel the cold and agony of walking forty miles over mountains in temperatures of thirty degrees below with your feet frozen; the horror of spending more than a month in holes dug in the ground only slightly larger than a coffin; the torture of treatment—or lack of it—in a Communist POW hospital; the shattering loneliness of a month on a deserted island—with friendly planes flying over almost every day and ignoring you.

BOURJALLY, VANCE, editor. *Discovery*. New York: Pocket Books, Inc., 630 Fifth Ave. 1955. 271 pp. 35c. New stories, poems, and essays by some of today's most talented writers, such as Harold Brodkey, Gertrude Norman, Jay Caldwell, Eliot Asinof, Beatrice Baron, and Joseph Slotkin.

BROAD, LEWIS. *Anthony Eden, The Chronicle of a Career*. New York 16: Thomas Y. Crowell Co. 1955. 288 pp. \$5. Throughout the confusion, uncertainties, and menaces of the last twenty-five years, no man has loomed so large in foreign affairs as Anthony Eden. Except for his friend and confidant, Winston Churchill, no man has been more constantly in the public eye during these years. And yet, oddly enough, very little is known of the man behind the elegantly public figure. Now the author of a best-selling biography of Churchill turns his talents to an immensely readable story of the life of Anthony Eden and the full, impartial record of his career, done without editorializing. The reader can make his own assessment of Eden as champion of the League of Nations, of his part in dealing with Mussolini and Hitler, of his quarrel with Neville Chamberlain, and of other aspects of his more than two decades as foreign secretary. From reviewing Eden's past, the reader can get a sound idea of what to expect from him in the future.

BUCK, SOLON J., and ELIZABETH H. *The Planting of Civilization in Western Pennsylvania*. Pittsburgh 13: The Univ. of Pittsburgh Press. 1955. 583 pp. \$6. This book presents a well-rounded account of aspects of Western Pennsylvania's life and development as far back as the War of 1812. The authors begin with a narrative account of the formative years of this region. Succeeding chapters deal with the development of agriculture, industry, education, religion, social customs, and law and order—all based upon the work of the Western Pennsylvania Historical Society sponsored jointly by the Buhl Foundation, the Historical Society of Western Pennsylvania, and the University of Pittsburgh. Among the more than 100 illustra-

tions included in the book are reproductions of contemporary pictures, maps, plans of forts, portraits, architectural photographs, and drawing of equipment and utensils.

BURNETT, BERNICE. *The First Book of Holidays*. New York 21: Franklin Watts, Inc., 699 Madison Ave. 1955. 68 pp. \$1.95. Here are answers to the many questions about the origin, etc., of the holidays we celebrate. Illustrated. This is a first edition copy of a new binding for the *First Book Series*. It is guaranteed to last one year of library use. If it does not, the company states they will either replace it or refund the money.

BUSH, CHRISTOPHER. *The Case of the Three Lost Letters*. New York 11: Macmillan Co. 1955. 208 pp. \$2.75. Wealthy men lead complicated lives, and sometimes their deaths are even more involved. The case of Mr. Baldlow illustrates the point. Mr. Baldlow was uneasy—uneasy about the surplus money as well as about a certain respiratory ailment which made him short of breath. He aired his worries to Ludovic Travers and asked the lean detective for a bodyguard. What was the real source of Mr. Baldlow's fears? He could not or would not say. Travers found the situation mystifying, but it became a puzzle of a grimmer sort when Baldlow abruptly died. Travers mused on this tragedy—and saw murder. The picture was blurred to be sure, and several pieces were missing. Noticeably absent were three letters which Baldlow had addressed to his three closest relatives. The slayer was free to slay again unless Travers could find these letters—and this proved to be no easy trick, even for the tireless Broad Street sleuth.

CAMPBELL, G. O. and M. H. *When You Go to the Zoo*. New York 36: Whittlesey House. 1955. 128 pp. \$2.75. A zoo is exciting, noisy, funny, and most interesting. It will even be more exciting and interesting for those who read this book about our United States zoos, the animals who live in them, and the people who take care of them. It's fun to discover how animals came to be in the zoo, how they are alike, and how they differ. And it's interesting to find out many things about lions and tigers and leopards; about elephants, rhinos, and hippopotamuses; about camels, buffalos, and seals; about snakes, birds, and crocodiles; about bears, deer and monkeys; and about penguins and many other animals. Besides all these things, this book tells how special homes and special food must be prepared by trained personnel. And how the director, the keepers, the police guards, the cooks, and the zoo doctors all work together to keep the animals happy.

CROCKETT, DAVY. *The Life of Davy Crockett*. New York 22: New American Library of World Literature. 1955. 264 pp. 35c. This is the story of the man who became a legend; the man who lived and fought in the rough-and-ready days of Andrew Jackson when men and women were building America out of a wilderness—a figure who has captured the hearts of young and old today. A Signet book.

DANIELS, W. M. *Educational Opportunities for Youth*. New York 52: H. W. Wilson Co. 1955. 201 pp. \$2. This book is composed of some 51 articles, reports, and speeches by top educators and journalists in which is discussed the pros and cons of Federal aid for colleges, alternatives to federal aid, financial aid to students, and the aims of higher education. Senator George D. Aiken (Rep. of Vermont) says: "Since our educational system in America is antiquated and inadequate, since state and local units have not been successful in meeting the problem, we might as well face the issue squarely and forthrightly. The time has come when the Federal government must assume its rightful responsibility in this field." Against this

stand, Laurence M. Gould, President of Carleton College, says: "The tendency of a Federally controlled educational system would inevitably be to emphasize the views of the particular party in power. The bureaucratic control which the Federal government would exercise over the selection of textbooks and the control of curricular matters would make this easy. Federal subsidy would inevitably become a political weapon."

As this debate continues, it is reported by the National Science Foundation that the USSR expects to graduate 50,000 engineers this year against our own 17,000. "Such information," says Walter Lippmann in his address before the National Citizens Commission for the Public Schools, "is compelling proof that we are operating at an education deficit."

The editor of this book has grouped 12 articles and reports under the heading "Alternatives to Federal Aid." In this section there is an excerpt from Alfred P. Sloan, Jr.'s article in *Collier's*, "Big Business Must Help Our Colleges;" *Business Week's* report on the "special problems" of corporate aid; and A. H. Raskin's article on the *New Approach by Corporations*. Additional articles in this new Reference Shelf volume are by outstanding educators like James B. Conant, Henry M. Wriston, Earl James McGrath, and James Earl Russell, while official reports are included from such services as the United States Office of Education and the House Committee on Education and Labor.

DAY, BETH. *America's First Cowgirl*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.95. World's Champion Roper, America's Greatest Horsewoman, Queen of the Range, and the only woman who ever roped steers competitively with men—Lucille Mulhall held the top spot in contests and vaudeville for twenty years. Will Rogers, friend and teacher, called her the world's greatest rider. "Born in the saddle," Lucille was the spirited daughter of Colonel Zach Mulhall, an Oklahoma ranch owner. Unlike her sisters, she wasn't interested in dolls or sewing or piano lessons but preferred branding yearlings and roping wolves and jack-rabbits and steers; training her small, sure-footed ponies; practicing the trick riding that was to make her famous all over the country.

While still in her early teens, Lucille was the top "cowboy" performer in the West. Extremely feminine, soft spoken, and well educated, she seemed a paradox, for she was so steel-muscled she could beat strong and talented men at their own games. She could have been a society belle, but she loved the rough, dangerous life and cowboying was in her blood. Had she been a man she would have been content to work on a ranch, but as a woman she was a novelty and the only way she could make use of her singular talents was in show business. The term "cowgirl" was invented to describe her when she took the East by storm in her first appearance at Madison Square Garden.

DE KOK, WINIFRED. *You and Your Child*. New York 16: Philosophical Library. 1955. 155. \$3.75. The author has spent many years in charge of children's clinics and welfare centers and has had a special interest in school medical work amongst both normal and backward children. Her contacts with mothers and children over these years have taught her much wisdom in dealing with the problems which constantly confront parents; and her own two children have, she claims, taught her more than all her textbooks and professors.

This book is the fruit of this experience and of years spent in the study of the Montessori and other progressive methods of teaching; of medicine with special relation to child care; and of psycho-analysis, for which she went to Vienna.

The author lays down no hard and fast rules for parents to follow, but rather suggests an alternative attitude to children which will help them to grow into mature and well-adjusted adults.

DENIS, MICHAELA. *Leopard in My Lap*. New York 18: Julian Messner, Inc. 1955. 254 pp. \$4.95. The author is one of the few women in all the world who has lived the kind of adventure that most of us dream about but seldom have the courage to try. She chose to travel with the man she loved through the wildest, darkest jungle and up the most dangerous, pest-ridden streams. And she is totally happy with the life she chose, completely thrilled with the life she has led. Her book is a testament of joy to the wonders she has known, and the glorious adventures she has been fortunate enough to experience.

DUVALL, E. M. *Family Living*, revised edition. New York 11: Macmillan Co. 1955. 432 pp. \$3.40. This book is designed as a text for high-school courses in family relationships, home and family living, preparation for marriage, marriage and family life, child development and guidance, and homemaking. It contains six full units on personality development, family interrelationships, boy-girl relationships, preparation for marriage, child development and guidance, and modern family life.

The major theme that runs throughout the work is growth. Persons are seen as growing in their abilities to understand themselves and others, to handle themselves effectively in many situations, and to choose the greater from the lesser values of life. Young people are helped to understand their own dramatic growth changes through the teen years. It is pointed out to them that parents grow too and that family patterns change with the years. This dramatic philosophy is full of challenges to modern youth and provides them with wholesome motivation for their own maturation.

This book begins with the teenagers and attempts to guide their growth by helping them to develop insight and understanding in the fields covered. Anecdotal and case materials are from real life in every instance, although identities are, of course, disguised. Living situations are caught in action in every section of the book. Efforts are made through the use of the second person and the conversational "we" to keep the tone informal. The illustrations humorously point up the concepts under discussion.

Up-to-the-minute research studies, clinical findings, and the viewpoints of outstanding scholars are presented in ways designed to make them meaningful and applicable to the experience of teenage young people. Fallacies and the folklore are exposed by scientific fact. In the many areas where there are no clear-cut factual answers to the questions under discussion, an effort is made to analyze and understand the problem and to consider in varying situations the end results of the several possible solutions.

Suggested activities fall where they belong in the educational experience rather than at the close of the chapter. Sometimes specific films are suggested with directions for obtaining and using them in ways that will be effective. Whenever a film is proposed, an alternate activity is given in case the film is, for some reason, unavailable. Additional sources of films, pamphlets, and periodicals are listed in the appendices.

The newer methods currently used by many excellent teachers are introduced easily throughout the text. Thus, role-playing, group dramatics, student polls, simple research investigation, panel discussion, guided trips and tours, action projects, in-

terview reports, self-evaluation devices, tests, and consultation with outside authorities are specifically described where such methods will be most appropriate.

This book is directed to classes made up of both boys and girls, although it can be used with either sex alone where mixed classes are not possible. Matters which in some communities are not comfortably accepted for classroom treatment are avoided in the belief that education advances best at a pace geared to the readiness of student and teacher. Supplementary materials are indicated in such areas as sex hygiene, the physical aspects of marriage, human reproduction and fertility, for those schools where there is evidence of their need and acceptability.

FAHS, S. L. *The Old Story of Salvation*. Boston 8: Starr King Press. 1955. 207 pp. \$3. The most sweeping epic drama in the history of the West is the great saga of the salvation of man—beginning before there was any earth or sky, and spanning all the ages of time until the sky is rolled up like a scroll and the mountains disappear. No other story has impressed itself so deeply and for so many centuries on the feelings, thoughts, and habits of the people of Europe and America. No story has been more influential. But where is the entire narrative to be found in one unified presentation? All the parts appear in the Bible, but to discover it requires making one's own way through more than a thousand pages in 66 different books, where the dramatic scenes are confusingly mingled with a great deal of material.

FISHER, L. B., Chairman. *Your Life Plans and the Armed Forces*. Washington 6, D. C.: American Council on Education, 1785 Massachusetts Ave., N. W. 1955. 160 pp. 8½ x 11. \$2.; *Teachers Handbook*. 32 pp. 60c. Every senior high school received late in October a free copy of each of these two books. These books make up a unit of study designed to assist high-school youth in making adequate and realistic plans for their futures, to inform them of the choices open to them in fulfilling their probable military obligations, and to describe the opportunities for continuing their education while in service. This unit of study was prepared by a special committee of the North Central Association of Colleges and Secondary Schools with the co-operation of many regional and national educational associations and agencies. The material was tried out in a number of schools and reviewed by curriculum and guidance experts before publication. A copy of the unit was sent to all senior secondary schools by the publisher in co-operation with the National Association of Secondary-School Principals with funds furnished by the Office of Armed Forces Information and Education, Department of Defense. The book is an attractively illustrated combined text-and-workbook. The publisher, the American Council on Education, have copies of the text and the *Teachers Handbook* for sale for class use.

The student is aided in making plans for his future by analyzing his own interests, abilities, and values by means of an "Inventory and Data Sheet," "Vocational Summary Chart," and a "Career Chart." Military obligations and options—including the recently amended Reserve program—are clearly set out so the students may be aware of the choices available to them.

The book gives a complete description of the opportunities for continuing education and training while in the Armed Forces. The text brings together in one volume, for the first time, educational offerings in the Air Force, Army, Coast Guard, Marine Corps, and Navy, as well as the U. S. Armed Forces Institute. A separate bibliography has also been prepared and is included at the end of the main book.

FOERSTER, NORMAN, and STEADMAN, J. M., JR., revised. *Writing and Thinking*. Boston 7: Houghton Mifflin Co. 1952. 462 pp. \$3. Two fundamental principles have controlled the revision of this book by James B. McMillan. First, the book is designed to help the college student, under the guidance of an instructor, improve his ability to communicate in writing. Such improvement involves the student's mental processes as well as his use of the resources of the English language. Throughout the book, the student is encouraged to seek knowledge, to think carefully and maturely, and to write honestly and lucidly. The authors believe that the non-standard elements in the language of the normal college freshman are usually limited to a few matters which can be corrected by intensive drill, but that most freshmen need some training in adapting their language to the more formal expression expected in college writing. They also believe that most freshmen need extensive training in thinking soundly and writing with precision, clarity, and grace. Having something to communicate and learning how to communicate are considered of first importance; mechanical correctness is regarded as necessary but instrumental.

The second principle has been to present such facts of current English usage as are usually needed in composition course, accepting the methods of modern linguistic science for determining and interpreting the facts, and accepting the findings of modern investigators on the facts themselves. Style and correctness are assumed to be essentially different, although for simplicity in presentation the same nomenclature is frequently applied to both. Correctness is regarded as appropriateness of language to cultural levels and to such functional varieties as formal, informal, and colloquial.

Many of the statement about rhetoric—unity, coherence, clearness, and emphasis—are essentially unchanged from the earlier editions, because the authors believe them still to be sound, both substantially and pedagogically. Some statements about correctness have been revised to bring them up to date, and these may be expected to require further revision as the language continues to change. The student should get from the handbook of revision not a set of absolute dicta, but an objective attitude toward language, some sense of its complexity and variety, and a useful technique for evaluating disputed usage.

GIBB, SIR H. A. R. *Mohammedanism*. New York 22: New American Library, 501 Madison Ave. 1955. 160 pp. 35c. A study of the origin, meaning, and influence of Islam—an historical survey. A Mentor book.

GOODMAN, R. B., and LEWIN, DAVID. *New Ways to Greater Word Power*. New York 16: Dell Publishing Co., 261 Fifth Ave. 1955. 192 pp. 25c each for two or more copies. This is a book for vocabulary improvement, together with a helpful *Teacher's Guide*. It presents effective methods to develop word mastery. The authors have been teachers of English in the New York City school system, and their book has been extensively and successfully tested in classrooms. It includes many exercises, as well as a dictionary of important words, and a foreword by Clifton Fadiman, distinguished author and critic.

GRAHAM, SHIRLEY. *Booker T. Washington*. New York 18: Julia Messner, Inc 1955. 192 pp. \$2.95. This is the inspiring story of a modern Moses who led his people out of bondage. Born a slave, suffering the worst poverty, working in fields and mines, Booker T. Washington struggled for an education. In 1872 at the age of fifteen, with nickels and dimes contributed by neighbors and friends, he went to Hampton Normal and Agricultural Institute where he was accepted as

a student. After graduation and a few years of teaching, he decided to study for the ministry, but he realized the best way he could serve his people, who were new to freedom and needed the tools of freedom, was to teach them to *work* as free people. So he became an instructor at Hampton Institute.

At twenty-three he was commissioned to found a normal and industrial school in Tuskegee, Alabama. Here his life of dedication really began. Fighting debt all the way, Tuskegee Institute and Booker T. Washington produced teachers, carpenters, tinsmiths, farmers. Today Tuskegee Institute is one of the most important colleges in the South, with an enrollment of thousands of students.

Hammond's Ambassador World Atlas. Maplewood, N. J.: C. S. Hammond and Co. 1955. 416 pp. (14 $\frac{1}{4}$ " x 10 $\frac{3}{8}$ "). \$12.50. It is imperative for all of us in these changing times to keep abreast of world events! In order to do this, an atlas is as essential as newspaper, radio, or television. But to be 100 per cent serviceable, the atlas should be completely new, completely designed for modern conditions. This Atlas, just published, locates every spot on the face of the earth and tells the story of the world—its lands and peoples, its climate, resources, etc. It has 326 maps, of which 241 are full-color maps, and 242 pages of index-gazetteer with its 100,000 entries. The Atlas contains facts, interestingly compiled—filled with down-to-the-minute, eye-appealing maps of great beauty, color and legibility. It is a never-ending source of information and pleasure to everyone.

It gives children, parents, business people, and travel lovers the answer to thousands of fascinating questions. There are scores of maps of special interest to businessmen and women—maps showing airplanes, railroads, and highways—maps showing the sources of food and raw materials—maps showing climate, vegetation, population, agriculture, language the world over. The Atlas has one complete index alphabetically arranged for every city, town, county, province, country, river, mountain and 90 other geographical categories covering the whole world and 100,000 entries with descriptive articles about 2,500 of the principal world cities. Throughout this newly compiled index are photographs of interesting places and, as a special feature, street maps of downtown sections of 80 of the world's leading cities, showing the locations of points of interest to tourists and businessmen. The Atlas is made of fine paper, specially selected inks, superb printing, beautiful sturdy buckram binding and dust jacket.

HARRIS, B. K. Karen's Nursery School Project. New York 18: Julian Messner, Inc. 1955. 189 pp. \$2.75. "And to think some people call it baby-sitting!" Karen Kane was furious at the thought of confusing nursery school teaching with baby-sitting. As an assistant at Mrs. Stevens' school for twos to fours, Karen learned how much training, intelligence, and patience go into successful teaching. She couldn't escape the fact that, to be a professional, she would need a college education. And that was the problem. Karen and Joe Walsh had it all very carefully planned—now that Karen was through with high school, she would work for two years until Joe graduated from college. Then they would be married, and Karen's job would be taking care of their household. No wife of Joe Walsh would have a career—marriage and professional women were out—and Karen had definitely agreed!

HAWTHORNE, DOROTHY. A Wish for Lutie. New York 3: Longmans, Green and Co. 1955. 127 pp. \$2.50. Lutie Rollins doesn't like living in Texas. It had been fun driving and playing on the way to Texas. On the bleak Panhandle

living in a sod hut, she misses her little friends and remembers wistfully her grandmother's white house in Missouri. There in the flat endless grass, water is life itself, and father or brother Will must take the wagon and bump miles over the prairie to fetch it. Only Lutie's petunias and Baby, her little China doll, make life a little bearable. Then one day, when she must go alone for water, she loses her way; she is frightened by bats, and somewhere loses her beloved doll. For a little girl things go from bad to worse, and, hardest of all, Lutie's birthday seems forgotten. But she serves the birthday supper to two strange visitors, which has a surprising result. Will and Lutie show the family their wonderful discovery in the ravine. Happiness comes to Lutie when she is given a new doll on her birthday that had not been forgotten after all.

HEDLEY, GEORGE. *Religion on the Campus*. New York 11: Macmillan Co. 1955. 204 pp. \$2.75. This book is a selection of sermons delivered by Dr. Hedley at Mills College during the past two years. The book is divided into three sections dealing with the relationship of religion to campus life, questions submitted by students with reference to college experience and their personal lives, and interpretations of major theological issues. Opening the book is a September sermon to entering freshmen and closing it is a May sermon to graduating seniors.

HENDERSON, C. H. M. *Texas in the Confederacy*. San Antonio, Texas: Naylor Co. 1955. 182 pp. \$3. This is an account of all the Civil War campaigns in which any Texas organization participated—such famous units as Hood's Texas Brigade, Walker's Division, Terry's Texas Rangers, and Sibley's Arizona Brigade, as well as many little-known ones. The author, through long research, has sought to make this book as comprehensive as possible and include organization, whether predominantly Texan or only partly made up of Texans, and whether the unit served in theaters of war outside Texas or as state troops. Texas troops did fight in every theater of the Civil War outside the state. At home they had problems to contend with that most of the other states didn't have—a long coastline and a long frontier had to be guarded, one from the Federals and the other from the Indians.

HOBART, LOIS. *Katie and Her Camera*. New York 18: Julian Messner, Inc. 1955. 190 pp. \$2.75. Kathryn Owens answered the ad for a part-time photographer's assistant because she needed the money to finish college. Rolfe Esperson was an important photographer and Katie considered herself lucky to have him as a guide and friend, as well as employer. But when he began needling her about her shyness and reserve, Katie was ready to hunt for another job. Up to then her life had proceeded gently along a well-channeled course which included her family, college, and close friends, and she wasn't interested in widening her experience. But something made her stick to the job. Whatever it was—possibly Paul Serrill, top-notch newspaper man and good friend of Rolfe's, had something to do with it—her decision brought her a step nearer to maturity. She found that what began as a prosaic matter of dollars and hours was coming to mean a whole new kind of life for her.

HOFF, CAROL. *Wilderness Pioneer*. Chicago 7: Follett Publishing Co. 1955. 192 pp. \$2.95. Stephen Austin had lived on the frontier until he was sent East to school, and again as a young man; but when the responsibility of settling a colony in Texas fell upon him at his father's death, he had no idea of being a frontiersman. He was twenty-six years old, a young lawyer happily establishing himself in New Orleans. Then Moses Austin died, in the midst of his last great project, and

Stephen took up his obligations to the colonists and became a Texan. The rest of his life was dedicated to the service of others.

HOLMES, H. W. ". . . *The Last Best Hope . . .*" Cambridge, Mass.: Harvard Univ. Press. 1955. 62 pp. \$1.50. With the subtitle of "Democracy Makes New Demands on Education," the author points out in this Inglis Lecture what education must do if we are to develop citizens who will carry on the democratic way of life. He points out two important needs: "discussion of the meaning of democracy" and "discussion of selected problems of democracy"—key problems, political, economic, and social.

HOLZMAN, R. S. *General Baseball Doubleday*. New York 3: Longmans, Green and Co. 1955. 325 pp. \$2.50. This is the story of the distinguished Civil War general who invented baseball and of the development of the game up to the present. In 1839, when a cadet at West Point, young Abner Doubleday invented the game; in the next twenty-five years, the soldier and the game rose rapidly in the nation's favor.

HOOD, M. V. *Outdoor Hazards*. New York 11: Macmillan Co. 1955. 256 pp. \$3.95. This book attacks the subject of actual and imagined hazards that are found in outdoor living. Many a vacation or camping trip has been spoiled by fear and misconceptions about nature and the out-of-doors. The book covers everything from poisonous plants to lightning stroke, with specific directions for coping with each problem. It includes unusual drawings by Don Perceval.

HOUOT, G. S., and WILLIAM, P. H. *2060 Fathoms Down*. New York 10: E. P. Dutton and Co. 1955. 192 pp. \$4. On February 15, 1954, two brave men plunged deeper in the ocean than men had ever been before when they took the French Bathyscaphe F.N.R.S. 3 down a record 13,287 feet off the coast of Africa at Dakar. For thirty minutes they remained on the ocean bottom. Their flash bulbs and searchlights ended thousands of years of darkness, and revealed a new, mysterious, uncharted world—a world they now reveal in this exciting book.

In this account of descents to depths far greater than any ever reached before, the authors not only recount their own experiences but also speculate on the mysteries of marine life to be probed by this bathyscaphe and others yet to come. The authors have opened up a huge area for scientific investigation and experiment. They and other scientists believe that the results of explorations on the ocean floor will have a powerful effect on the economy, the agriculture, and the feeding of generations to come.

HUGHES, TONI. *How To Make Shapes in Space*. New York 10: E. P. Dutton and Co. 1955. 217 pp. \$4.95. By means of over a hundred explicit diagrams, photographs, and the simplest possible technical instructions, this book shows how to make party decorations, posters, masks and hats, greeting cards, Christmas ornaments, valentines, holiday favors, Easter rabbits, toys, mobiles, and abstract constructions. With the author, artist-designer-author, as a guide, you can enjoy a fascinating new hobby, become adept at a new craft skill that will challenge your creative ingenuity to the fullest.

All you need to start with, says the author, are such simple tools as a pair of scissors, and a hole puncher. If the budget permits, add a hand stapler. Collect before you a colorful array of sheets of paper (shiny, dull, solid color, patterned) and, for added interest, pieces of tin, wood veneer, copper screening, or acetate plastics. You can learn how to transform these flat materials into objects that

have length, width, and depth by following the seven basic methods the author defines for constructing 3-dimensional objects for display or recreational or home uses.

The book shows a number of variations of these seven primary techniques, as an assist towards inventing more on your own. Free your imagination—expand these basic principles, the author urges, by expressing yourself in an increasingly individual and original way. These variations and practical applications will provide the "know-how" for carrying out your own ideas. You can exercise endless ingenuity in the variety of material you can draw upon and utilize. Buttons, shells, sequins, bottle caps, corks, grasses, and seeds may be used in making greeting cards, posters for window display or announcement purposes, garlands for party decorations and for recreation halls. The book suggests what to collect in the way of readily accessible materials and tools, and where they may be obtained.

ISHERWOOD, MARGARET. *The Root of the Matter*. New York 16: Harper and Brothers. 1955. 238 pp. \$3. What to do about the religious training of children is the author's real concern as she links the latest findings of education and psychology to traditional religious beliefs. The author holds that religious education should be thought primarily as an education in values rather than in creeds; in creative experience rather than the punctilious performance of rites and ceremonies. Only through such a change in approach, believes the author, can we give children a deeply grounded faith that will carry into adulthood.

JACKSON, H. *The Supreme Court in the American System of Government*. Cambridge 38, Massachusetts, Harvard University Press. 1955. 104 pp. \$2. Here are the lucid apperceptions and the deep and forceful convictions of the late Justice Jackson regarding the Supreme Court—the institution of which he was so close and keen an observer, first from without and then from within, over the past two decades. From his long and rich experience he knows how much the Court can do to help us guard our liberties; but "without our help," says Justice Jackson, "it cannot help us."

JENSEN, D. E. *My Hobby Is Collecting Rocks and Minerals*. New York 19: Hart Publishing Co. 1955. 128 pp. \$2.95. The interest among young people in collecting rocks and minerals is tremendous. It might become greater, however, with such a book as this to help the beginner. This book is full of pictures. Every phase of this hobby is illustrated. The book is printed in easily readable type and is addressed specifically to wide-awake boys and girls.

The tables in this book will be of particular interest to boys and girls who have already embarked upon rock-collecting as a hobby. These are rather complete. The author has also included an extensive appendix. In it, he has listed most of the museums in the country which exhibit rock and mineral collections, all the state and Canadian geological surveys and the minerals which may be found in each state. It is a manual which will be useful to the young rock hobbyist for many years.

JOHNSON, S. J. *Cat Hotel*. New York 3: Longmans, Green and Co. 1955. 144 pp. \$2.50. Butch was a cat of great importance. He was a silver tiger and a character. Ted was the boy who belonged to him. To Ted's parents, Butch and Ted presented a problem. What to do? Then the Dean of the Cathedral and a sensible photographer found work for Ted and Butch that was right in their line. Imagine a place where Siamese and Persians and short hairs—and any cat in the world—could stay happily and have fun! Butch and Ted take their work seriously,

but they love it. How Ted and Butch proved in one short year what a fine team they made and what good things happened when boys and silver tigers found room to grow makes a funny, touching, warmhearted story.

KAUFMAN, LENARD. *An Apple a Day*. New York 17: Henry Holt and Company, Inc. 1955. 285 pp. \$3.50. By worldly standards Victor Rossiter, M. D., was an eminently successful man. His practice—in and around Washington D. C.—returned a handsome living for his attractive and wealthy wife, Marjorie, his young stepson, Gabriel, and himself. He lived in an expensive home, with a more expensive one in sight; and he enjoyed the confidence and admiration of the wealthy women who were his patients. Yes, the name Victor Rossiter was almost a synonym for success.

KJELGAARD, JIM. *Lion Hound*. New York 11: Holiday House. 1955. 216 pp. \$2.75. Old Jane Kane's hounds weren't much for looks, but they could trail a mountain lion over bare rock. They were famous all through Arizona's wild, broken rimrock country. In particular, there was one red pup that young Johnny Torrington wished he owned. But the pup was a one man dog, and old Jake was the man. Then a rogue mountain lion, a real killer, moved into the rimrock country, and both Johnny and the pup realized that they had a lot to learn about hunting, and about each other.

KNANDEL, H. K. *Project Workbook in Driver Education*, third edition. Washington 6, D. C.: American Automobile Assn. 1955. 164 pp. 57c. This manual has been prepared for use with *Sportsmanlike Driving*, a textbook recently revised by the American Automobile Association. It has been prepared with the overall intention of being used in high-school classes in driver education. It is organized by projects within the 23 chapters. To help the teacher avoid common workbook pitfalls, emphasis is placed throughout this workbook on setting up many problems and projects which must be answered, not by set and prescribed right-wrong responses, but by the considered judgment of the individual students themselves. Emphasis is placed also on tasks calling for preliminary individual solutions and subsequent class discussions, followed by possible revisions or expansions of first solutions. Such tasks keep teaching situations open, as they should be in any course, for creative pupil thinking, individual interests and problems, original approaches, fresh solutions, contributions from varied backgrounds, group action, changes of attitudes, and all the objectives of good, flexible developmental teaching.

In using this workbook constructively, groups or individuals can choose the projects to be done. Pupil-devised, new angles to the projects can be set up to take care of special local driving or pedestrian problems. Projects can be rewarded by class groups to make them fit even more closely into the local school or community needs. New continuity of project use can be worked out, regardless of the chapter-by-chapter setup of the workbook, which has been used only for convenience and ease of reference.

Throughout the entire workbook, special emphasis is focused on building sound driver attitudes related to the social responsibilities needed for sharing all the traffic activities on city streets and rural highways. The teacher should remain especially sensitive, in guiding the use of this workbook, to the attitude-developing possibilities in every project.

LACEY, JOHN. *Make Your Own Outdoor Sports Equipment*. New York 16: G. P. Putnam's Sons. 1955. 128 pp. \$2.50. Here is a "how-to" book with an eye to

making sports equipment. It contains step-by-step diagrams and full instructions for twenty varied projects. The information in each project is clear and easy to follow, and the author provides hundreds of hints so that the builder or sports enthusiast can have his fun economically. Using left-over lumber, spare parts, and the author's ingenuity, the reader can make bird whistles, a pogo stick, four kites, ice-fishing equipment and shelter, a tire-tube catamaran, sidewalk skooter, sidewalk sailboat, ice boat, barrel-stave toboggan, houseboat, simple rowboat, or any of several other interesting projects.

LACKEY, B. R. *Stories of the Texas Rangers*. San Antonio, Texas: Naylor Co. 1955. 115 pp. \$2.50. During the Civil War and afterwards the appalling expanses of the Texas frontier was a region almost without law except for the enforcement that rode into it with the small and indefatigable band of state troopers known as the Texas Rangers. The frontier then began just west of the line of settlements extending down through the central part of the state, from Fort Worth and Dallas on the north, through Waco, Austin, and San Antonio. It included the Hill Country, the vast treeless plains of West Texas, the Davis Mountains, and Big Bend area right up to El Paso and the New Mexico line, and, southward, curved east below San Antonio to include the border country along the Rio Grande almost to the river's mouth at the Gulf.

Civilization had just begun to push up the courses of the streams draining this area, and to lapp also from water hole to water hole in the arid stretches of West Texas. Indians were still a daily threat, bands of Camanches, Kiowas, and Lipans roved over the area, attacking savagely and robbing and plundering, in their last resistance to the westward thrust of the white man. Outlaws of all types were drawn naturally to the region, because they had become too well known in built-up areas and because on the frontier they could continue to commit their crimes with little fear of capture and punishment.

But also on the frontier were good men and their families, trying to build farms and ranches and to develop communities. It was to protect these people that the governor of Texas commissioned the Rangers and sent them to assist the harried and sometimes ineffectual local peace officers of the frontier. The Rangers were not uniformed, but something about their build and bearing, their manner and big hats, made them readily recognizable wherever they went.

LEWIS, D. S.; PECKHAM, G. C.; and HOVEY, H. S. *Family Meals and Hospitality*, revised. New York 11: Macmillan Co. 1955. 479 pp. \$3.88. Experiences and subject matter basic in this program have been grouped in four major areas to be published in separate books each dealing comprehensively with an area as follows: (1) personality development and family relationships, child development and guidance, family-community relationship; (2) housing—selection, arrangement, and utilization of home equipment and furnishing and managerial aspects of home-making; (3) food selection, preparation, and services; and (4) clothing selection, construction, and use. In addition there will be a fifth book introducing the whole field.

In each area students are encouraged (1) to learn and supply pertinent facts and concepts, (2) to make decisions and choices in the light of values that are important for personal and family well-being, (3) to learn to work competently in home through developing essential homemaking skills, and (4) to make long-time plans for personal family living based on understanding of what life can become if the resources now available are used effectively.

The book is planned to encourage young people to acquire the homemaking skills of planning, preparing, and serving meals. Because food represents such a high percentage of the family budget, as well as of the homemaker's time, these are important skills; and because well prepared, nutritious meals attractively served, have a definite relation to the health and well-being of a family, they are basic skills.

The authors, themselves homemakers and teachers with long experience in high schools and colleges, bring to their book more than an understanding of the fundamentals of meal planning and preparation. They also lead the student further to appreciate the creative quality of cooking and to take pride in serving tempting and enjoyable meals in an atmosphere of gracious hospitality.

Drawing on their teaching experience, the authors present the essential principles of nutrition, without which no well-balanced meal can be planned. Management of time, materials, and equipment are emphasized, with stress on the advantages enjoyed by well-informed consumers. These essential principles once mastered, students can vary recipes and abridge procedures to fit their own needs and tastes. By the exercise of intelligence and good taste in food selection, careful planning in preparation and graciousness in serving, the homemaker can make mealtimes relaxing and pleasurable for everyone.

As written, this book contains a full two-semesters' work, but flexibility in its use is anticipated. Each of the units is, in a measure, complete in itself, although each presumes some knowledge of earlier units. It is assumed that teachers and pupils will plan and work together, and that each class will start where it most needs experience. For example, if a class has had good instruction in nutrition in a previously taken science course, the first unit of this text could be assigned as a review and class work might begin with the second unit. In schools where home economics courses include aspects of foods, clothing, family life, and housing in each school year, this book can be used for all the food units. In any event, a laboratory project should be started almost immediately. This experience not only satisfies the students' eagerness to start cooking, it also leads to a discovery of the importance of organization of work and the need for developing skills.

LEYSON, B. W. *More Modern Wonders and How They Work*. New York 10: E. P. Dutton and Co. 1955. 215 pp. \$3.50. In this new edition, the author adds a new chapter on the dawn of nuclear power and the atomic submarine *Nautilus*. He describes the world's first atomic powered submersible and the five most important types of nuclear reactors developed for peaceful uses. There are few mechanically minded men or boys who will not be completely fascinated to learn exactly what happens inside a gun when the trigger is pulled. Many boys own guns of their own, while many more dream of the day when they may. The first five chapters of *More Modern Wonders and How They Work* are devoted to a careful explanation of the mechanics and construction of various types of guns. Other chapters are devoted to the history of locks and why and how they are unsatisfactory, with a full account of the greatest locksmith of all, Yale, and why this revolutionary lock became the standard all over the world; ultra high frequency, what it means, how it is being used today, and what its potentialities are; Phonograph Records, how tape recorders are used, manufacturing under high fidelity conditions, plus a history of the development of Edison's invention to the great industry it is today.

LOMEN, C. J. *Fifty Years in Alaska*. New York 17: David McKay Co. 1955. 314 pp. \$4. As a boy of nineteen, Carl Lomen went with his father on a

summer "vacation" to Nome, where the gold rush of 1900 was in full swing. Before long, somewhat to their own surprise, the whole Lomen family had moved from Minnesota to Alaska, that fast-developing land of friendly people and unlimited resources. The resource of greatest interest to the Lomens was reindeer! In the development of a vast reindeer industry, they saw a future for Alaska and the Eskimo people—and to the promotion of this unique enterprise they gave their utmost in energy, vision, and backing.

MAC KAYE, LORING. *The Silver Disk*. New York 3: Longmans, Green and Co. 1955. 207 pp. \$2.75. Ottavio Bucolini, seventeen-year-old scion of a great merchant house of Genoa, comes to Palermo to negotiate trade with the Arbas for products of the East. But scarcely has his ship anchored in the harbor than he is involved with a mysterious band of vagabonds, designated by numbers—Primus, Secundus, etc. Included in the band is Hussein, the grandson of a Saracen cartographer who has engraved a map of the world on a silver disk. It is time of intrigue, with usurpers helping themselves to the inheritance of the six-year-old king of Sicily, who later is to be the Emperor Frederick II. Soon Ottavio learns of the Silver Disk, a sort of talisman for the little king, which has disappeared. Whether the band fights for or against the king, Ottavio finds out only after many anxious and exciting days. Sometimes he feels he cannot trust even his own servant. But when the regent is overthrown by the usurper, Markward, and the little king cast out on the charity of the townspeople, Ottavio is Frederick's ardent follower in the vagabond band.

McCORMICK, WILFRED. *The Man on the Bench*. New York 17: David McKay Co., Inc. 1955. 189 pp. \$2.75. This is the story of "inside" baseball for older boys—a fresh new approach to sports fiction which tells a dramatic story from the coach's viewpoint rather than the players. The problems and the heartaches are all here. And interwoven with the thrilling tale itself, today's controversial subject of win-at-all-costs is handled with a solid solution that makes sense even to extremists of both sides.

MERSON, MARTIN. *The Private Diary of a Public Servant*. New York 11: Macmillan Co. 1955. 183 pp. \$3. This book is the account of the author's five months as Chief Consultant for the International Information Administration and his reactions to the Washington obstacle course of security risks, "expediency," and the wrangling of political factions. Here is the Washington scene in all its complexity as seen through the eyes of a private citizen who believes that a public office is a public trust.

MILLS, LOIS. *Three Together*. Chicago 7: Follett Publishing Co. 1955. 160 pp. \$2.95. The Wright brothers' first interest in flight began when they were children and their father brought them a present—a toy helicopter. Wilbur and Orville were pleased with the toy and flew it again and again, to the delight of their little sister, Katherine. But the Wright boys were not content with flying the helicopter. Soon they were asking, "What makes it fly?" Soon they were making another helicopter, which flew as well as the original. And small Katherine tagged after her clever brothers, happy to share in their game. Katherine was always happy to be her brothers' partner. She didn't always understand their ideas, especially when they began working on a flying machine. But her loyalty was unlimited, and she believed firmly that one day her brothers would fly. On December 17, 1903, it was to Katherine and their father that Wilbur and Orville sent a telegram saying: "Success four flights Thursday morning"

MORRIS, R. T. *Fifty Years a Surgeon*. New York 22: New American Library, 501 Madison Ave. 1955. 240 pp. 35c. The life story of a great doctor—Dr. Robert T. Morris. A Signet Key book.

OVERHOLSER, W. D. *Cast a Long Shadow*. New York 11: The Macmillan Company. 1955. 189 pp. \$2.75. "Stay on the side of the big men. . . Fight for them, not against them, and never run." It was the advice that Matt Keenan's father had given him, and the code by which leathery old Pat Keenan had lived. Matt Keenan was to remember these words when he returned to his birthplace, the Valley of the Wall, in the tough Colorado country. There, Matt had some lessons to learn—the hard way—that the man who casts a long shadow is not always the man with the fast trigger hand, the bundle of cash, or even the one who is backed by the law. The big man to the settlers in the Valley was Dave Calvert. He owned his land by government deed, like the others. Now the Supreme Court ruled that it belonged to a new grant company. Dave loved his land, and swore he'd never leave the Valley alive.

PARADIS, A. A. *For Immediate Release*. New York 17: David McKay Co. 1955. 219 pp. \$3. This book is addressed to all career-minded young people whether or not they know what they want to do, what they want to be, whether they are still looking around? Whether or not they have chosen their career, after they have read this book, they'll agree America's newest and fastest-growing profession, Public Relations, merits attention and thought. Unique as it is fascinating, Public Relations is not only a profession in itself, but it often leads to important promotions and assignments in other fields. Here they will find things they need to know about public relations: what it is, how it started and grew, the countless ways it serves Americans today. They can profit from the exciting experiences of men and women who have found happiness and rewarding careers as publicists in business, industry, social sciences, government, entertainment, and many other fields.

PAULI, HERTHA. *Three Is a Family*. New York 17: Ives Washburn. 1955. 151 pp. \$2.75. Postwar Austria and Germany provide the background for this story of eleven-year-old Kitty's search for the American father she had never seen. As an American soldier, he was sent to the Pacific before he knew he had a daughter, and her German mother died when she was born. Brought up in Munich by a very strict German grandmother, who lived according to the rules for conduct laid down by her husband, the General, lonely Kitty dreamed of finding her father.

PICK, ROBERT, editor. *German Stories and Tales*. New York: Pocket Books, Inc., 630 Fifth Ave. 1955. 313 pp. 35c. A collection of short German fiction, selected and edited, with an editor's note and biographical information.

The Question of Granting Federal Subsidies to Students for Higher Education. Washington 6, D. C.: Congressional Digest Corp., 1631 K. St., N. W. 1955 (August-September). 32 pp. \$1; 5 at 75c each; 10 at 65c each; 50 at 55c each; 100 and up at 50c each, postpaid. The *pro* and *con* of the question. Each year *The Congressional Digest* devotes its August-September issue to the annual debate topic selected for nation-wide debate for high schools by the National University Extension Association. The general area of debate selected for 1955-56 is as follows: "How should educational opportunities be increased for the youth of the United States?" The three specific debate propositions are: (1) *Resolved*: That governmental subsidies should be granted according to need to high-school graduates who qualify for additional

training; (2) *Resolved*: That the educational privileges granted to veterans of the Korean War be accorded to all qualified American youth; and (3) *Resolved*: That the Federal government should guarantee higher education to qualified high-school graduates through grants to colleges and universities. In keeping with its established editorial policy *The Digest* is limited in this controversy to the Federal sphere of activity, whatever it may be. Special attention, of course, is given to the problem as it has appeared, or may appear, in Congress.

RAFTERY, GERALD. *Twenty-Dollar Horse*. New York 18: Julian Messner, Inc. 1955. 192 pp. \$2.75. Teddy and Jack buy a carnival horse, Apache, for twenty dollars. Jack isn't sure his father will approve of boarding a horse in the back yard, so the boys try to keep Apache a secret. But damaged flower beds provide definite clues—and after awhile Mr. Leach's consternation gives way to sympathetic understanding. With his help the boys build a stable, groom the horse, and take on extra jobs to earn money for feed.

Patch, as they fondly nickname him, fattens under their careful attention, and while riding him one day they discover by accident that he knows a few tricks—he can count, waltz, play dead, and do a comic hat-snatching stunt. The boys work up an act, win first prize in the local pet show, save a small girl's life, and become town celebrities performing at benefits and raising money for good causes. There are exciting adventures too, like the time courageous obedient Patch helps Teddy save Jack's life—and what happened when Patch sensed the washout on the railroad lines.

RAPPORT, SAMUEL and WRIGHT, HELEN. *The Crust of the Earth*. New York 22: New American Library, 501 Madison Ave. 1955. 224 pp. 35c. Contains facts about the history, composition, the past, and the future of the earth—a wealth of fascinating information about the geological world around us. A Signet Key book.

RIPLEY, ELIZABETH. *Rembrandt*. New York 3: Oxford Univ. Press. 1955. 72 pp. \$3. The significant incidents of Rembrandt's life, which are reflected in his art, are illustrated by his own hand in this perceptive biography. Focusing on the artist at work, the author approaches her subject from the factual point of view and carefully integrates each page of text with a reproduction of one of his drawings, etchings, or paintings. Imaginatively described are his power to make portraits come vibrantly alive, his interest in the everyday details of life around him, his love of the landscapes of his country, and his dramatic telling of Bible stories.

ROSTEN, LEO, editor. *A Guide to the Religions of America*. New York 20: Simon and Schuster. 1955. 300 pp. \$3.50. Part I of this book contains 19 articles explaining the beliefs of the following faiths: Baptist, Catholic, Christian Scientist, Congregationalist, Disciple of Christ, Episcopalian, Lutheran, Jew, Jehovah's Witness, Methodist, "Mormon," Quaker, Presbyterian, Protestant, Seventh-Day Adventist, Unitarian, Agnostic, Scientist, and the Non-churchgoer. Part II contains 105 pages of facts and figures on religion in the United States. It gives answers to questions which spring from anyone's healthy curiosity about his neighbor's religion—and about his own: Just what are the doctrines and beliefs of the major religious denominations on questions ranging from the Trinity to birth control? How many members has each denomination? Where do they live? How many new churches are built each year? How much do clergymen, ministers, and rabbis earn? How many ministers are women? How extensive is religious education? How many

children go to Snuday schools? How is education related to the religious beliefs of parents? What lies behind the rise of 9,000,000 in church attendance in the last four years? What are the political affiliations of church leaders in differing denominations? What is the position of each religion on intermarriage, on divorce, on church unity, on the Revised Bible? How many Americans can name the first four books of the New Testament? What are the religious holidays—Catholic, Protestant, and Jewish—and what do they celebrate? These are only a few of the questions answered here about religion which come up in the conversation and in the thinking of everyone.

SALVEMINI, GAETANO. *The French Revolution*. New York 17: Henry Holt and Company. 1955. 343 pp. \$3.75. The word "revolution" may mean either the forcible overthrow of an established social or political order (when an unconstitutional change is effected by the government itself it is called a *coup d'état*) or any great change brought about in a pre-existing situation, even slowly and without violence. This book is concerned with the French Revolution as understood in the first sense. Its aim is to explain why and in what way the feudal monarchy was destroyed.

In this endeavour it has been necessary to present the four revolutionary years in relation to a complex system of cause and effect, the origins of which must be traced to former times, often centuries before the Revolution itself. A considerable part of the book, therefore, is devoted to social conditions, ideas, and events chronologically remote from, but logically bound up with, the revolutionary period. The author's aim has been, not to bring new facts to light, but simply to put before his readers, in a rapid synthesis, the conclusions he has reached in the course of an extensive study of the subject.

The book is composed of eight chapters, a preface, an epilogue, biographical notes, and an index. The titles of the chapters are: Social Conditions in France in the Eighteenth Century, The Intellectual Movement, Attempted Reform and the Revolt of the Privileged Classes, The Fall of the Feudal Regime, The Civil Constitution of the Clergy, The Flight to Varennes, Origins of the War, and The Fall of the Monarchy.

SHEFTER, HARRY. *Short Cuts to Effective English*. New York: Pocket Books, Inc., 630 Fifth Ave. 1955. 304 pp. 35c. The author presents a method for learning to speak and write correctly without rules or terms of grammar.

SOOTIN, HARRY. *Isaac Newton*. New York 18: Julian Messner, Inc. 1955. 191 pp. \$2.95. In the plague year of 1665, when England's Cambridge University was shut down due to the dread epidemic, a shy student used his leisure time to "experiment." On the farm at home in his ill-equipped room, young Isaac Newton made three discoveries which were to excite the world of science—and start him on an amazing career.

The fascinating story of the apple and gravity also came about during Newton's enforced absence from Cambridge. Only he could have related the apple's fall to the orbit of the moon—though he forgot to tell anyone of his discovery and it remained in his notebooks for ten years. Newton also experimented with beams of sunlight and laid the intricate foundation of spectrum analysis, so important to modern physics, chemistry, and astronomy. At the age of twenty-four, he deduced the Inverse Square Law, mathematically, and found *why* the moon moved around

the earth every 27½ days. So absorbed in his work that he took hardly time enough to sleep, Newton was a respected authority well before he reached thirty.

SOULE, GEORGE. *Ideas of the Great Economists*. New York 22: New American Library, 501 Madison Ave. 1955. 160 pp. 35c. Presents facts that everyone should know about money, taxes, prices, booms, depressions, and other economic problems. A Mentor book.

SPILLER, R. E. *The Cycle of American Literature*. New York 11: Macmillan Co. 1955. 336 pp. \$4.75. This book is a view of America's entire literary culture. Recognizing that modern literature cannot be understood in the context of the present alone, and that the writings of the past are related to that total organic growth of the nation, the author has sought a pattern of relationships which will embrace all our literature. He finds this in the cycle of life itself: a birth, a period of maturing, a fruition, and a return to the sources. His theory disclosed not only a single organic movement in American letters, but two secondary cycles: the first which reached its climax with Melville and Whitman; the second which began in the Western Frontier of the nineteenth century and has ripened in the works of Eliot and Faulkner. It reveals how our great authors transcended their environment, at the same time expressing the life of our nation as it has grown. Although the author has necessarily concentrated his attention on major writers, he has not overlooked significant minor figures. In its entirety, this book is a cogent survey of American literature.

STEINER, R. M. *A Guide to a Good Marriage*. Boston 8: Beacon Press. 1955. 144 pp. \$2.50. This book is the fruit of twenty years of experience in marriage counseling. It aims to help not only young people preparing for marriage, but also married couples facing the very real problems of living together happily. At one time or another, most married people would like to be able to sit down with a thoroughly experienced, mature understanding and kindly counselor and get some help on a particular problem. Here is an informal session—in print. This is a relaxed, intimate, friendly discussion with one of America's most experienced marriage counselors.

STERN, DANIEL. *The Guests of Fame*. New York 18: Ballantine Books, 404-5th Ave. 1955. 192 pp. \$2. A novel of the amazing world that makes America's show music—a picture of the golden circle of the "greats." A Ballantine book.

STODDARD, G. D. "Krebiozen:" *The Great Cancer Mystery*. Boston 8: Beacon Press. 1955. 292 pp. \$3.50. For the first time, here is the full public record of one of the most mysterious medical stories of the twentieth century, written by a man who is in a unique position to tell the story. The "Krebiozen" controversy was the trigger which set off the events leading directly to the dismissal of the author as president of the University of Illinois, according to his testimony at the public hearings of the joint legislative commission in Illinois. Involved were Illinois politics, national politics, religious interferences, and professional reputations. Up to now, the official record has not been available except at a cost of 50 cents per page for the 7,000 pages of multigraphed material. The complete hearings run to more than a million words. The book is in large part a digest of the public testimony. This is a story that is important to everybody—to those concerned with academic freedom in one of America's leading universities, to medical men concerned with research and treatment of a disease dreaded by its victims, and to its potential victims.

TAN, C. C. *The Boxer Catastrophe*. New York 27: Columbia Univ. Press. 1955. 286 pp. \$4.50. Although there is no dearth of books on the Boxer Rebellion, most of them were published immediately after the episode in the form of memoirs or narratives, penned by those who happened to live through some phase of the crisis. The few systematic studies were published before the thirties, the period in which the stream of Chinese documentary material began to flow freely. They were, in fact, based on materials in Western languages. Since the Boxer uprising was a movement indigenous to China, reliance upon Western sources alone will obviously not furnish an adequate explanation of its origin and nature or the thoughts and acts of the Chinese government during the crisis.

The present work is intended to supply the gap by drawing upon Chinese as well as Western source material. It is not, however, confined to the mere study of palace doings and Peking doings, though these constitute an important part of it. It studies further the policies and activities of the viceroys and governors, who in this period not only maintained a semi-independent position within their jurisdiction, but also exerted enormous influence in the shaping of the national policy. It is impossible to understand the doings of the Imperial Court without knowing the role played by these powerful officials.

Also included in this study is the Manchurian crisis created by the Russian occupation after the uprising of the Boxers. The Manchurian crisis should be studied in conjunction with the Boxer uprising, not only because the latter gave birth to the former, but also because in the course of negotiations the two closely affected each other. Moreover, a study of the incident will lead to a fuller realization of the position of the Court and the role of the viceroys in those difficult days.

WEBB, JACK. *The Broken Doll*. New York 16: Rinehart and Co. 1955. 245 pp. \$2.75. When a poor man inherits a million dollars, the vultures begin to gather—in this case, a couple of vicious kidnapers. Their victim is appealing, helpless Teresa Bienvenida, snatched from under the shade of a pepper tree on a hot afternoon as she played with her three dolls. But the father of the little girl happens to be a parishioner of Father Shanley and that, of course, means that police detective Sammy Golden gets involved as well.

WHITE, MORTON, editor. *The Age of Analysis*. New York: New American Library, 501 Madison Ave. 1955. 256 pp. 50c. Contains the basic writings of such twentieth century philosophers as Pierce, Whitehead, James, Dewey, Russell, Wittgenstein, Croce, Bergson, Sartre, Sontayana. A Mentor book.

WHITEHEAD, A. N. *Adventures of Ideas*. New York 22: American Library, 501 Madison Ave. 1955. 304 pp. 50c. This is the story of the past, present, and future of the human race. The author shows how changing ideas have propelled mankind's cultural and social development. A Mentor book.

WILLIAMS, F. L. *Welcome to Dunecrest*. New York 18: Julian Messner, Inc. 1955. 189 pp. \$2.75. When Patty Fenwick got a job as assistant to Mrs. Ross, owner of Dunecrest Hotel, she was thrilled because it was a priceless opportunity to learn about the hotel business from an expert; frightened because the standards were high and it might be impossible for a young student to live up to them. She had done odd jobs at hotels in previous summers, since it was required training for all students at the Cornell University School of Hotel Administration. At Dunecrest she had her first *real* taste of responsibility when Mrs. Ross left her, with Paul Scott, in charge of all operations. Patty learned quickly that running the Virginia

Beach resort demanded the skill of a major general, the patience of a saint, the manners of a diplomat, and lots of plain hard work!

She might not have minded it so much if Paul had been more unbending. True, they had dated regularly at college and had decided to be very businesslike in their attitudes while in the job, but that didn't mean his free time had to be spent with chic Jane Morris! Hurt by his seeming aloofness, Patty welcomed the attention of Ensign Tom Dudley.

Pamphlets for Pupil-Teacher Use

Australia in Facts and Figures. No. 44. New York: Australian News and Information Bureau. 1955. 80 pp. An official report of an Australian policy, economy, and administration during the December quarter, 1954.

BADGER, H. G., and FOSTER, E. M. *Statistics of Negro Colleges and Universities*. Washington 25, D. C. Supt. of Doc. 1955. 20 pp. 20c. Brings together a number of salient facts bearing on the Negro college and its current position in the system of American higher education.

BELTING, N. M. *The History of Caps and Gowns*. Champaign, Ill.: Collegiate Cap and Gown Co. 1953. 19 pp. 1 copy free to a school. The author gives a vivid and interesting account of the evolution of academic regalia from the scholar of five hundred years ago to the student of today. This nineteen-page booklet, including a dozen illustrations, will give the reader a better understanding and appreciation of todays academic ceremonies.

Better High Schools Faster. New York 27: Metropolitan School Study Council 525 W. 120th St. 1955. 41 pp. Sets forth principles basic to good group process, techniques for discovering needs and effecting change with case studies in how change has been brought about, and a check sheet of curriculum personnel.

BETTS, E. A. *Is Phonics a Cure-All?* Haverford, Pa.: Betts Reading Clinic, Publications Dept., 257 W. Montgomery Ave. 1955. 8 pp. 30c. A contrast to "Why Johnny Can't Read."

Bibliography of Free and Inexpensive Materials for Economic Education. New York 36: Joint Council on Economic Education, 2 W. 46 St. 1955. 36 pp. 50c. A difficult task facing the teacher wishing to integrate economics in his classes is that of selecting free and inexpensive materials which cover the problems presented in the classroom. This booklet is designed to help the teacher by guiding him in the use and organization of such publications. The booklet consists of three parts: (1) an introduction which suggests a classification system for a vertical file; (2) a list of carefully selected titles on a great variety of subjects which may be discussed in junior and senior high schools; (3) a directory of business, labor, agricultural, and governmental organizations which publish pamphlets and journals on current economic and social issues. An additional feature of the directory is a description of the history, purposes, and functions of a number of non-profit organizations and governmental agencies, and the stands of some of these groups on major issues.

B'nai B'rith Vocational Service Bureau. Washington 9, D. C.: 1129 Vermont Ave., N. W. Publications (8 pages each) in 1955 available at 25 cents each: *Career as Medical Social Worker* by Don R. Frifield; *Career as Electronics Technician* by Max A. Rutzick; *Careers in Public Relations* by Don R. Frifield; *Careers in*

Library Work by Ruth Wolozin; *Career as Optometrist*; *Careers in Geophysics* by Don R. Frifield; and *Careers in Occupational Therapy* by Ruth Wolozin. These briefs provide up-to-date information on topics of importance in career planning, outlook, nature of work, personal and educational qualifications, entry and advancement in the occupation, earnings and working conditions, and sources of further information.

BRAITHWAITE, J. M., and KING, E. J. *Multiple-Class Teaching*. New York 27: Columbia Univ. Press. 1955. 44 pp. 40c. A study of organization and teaching practices of one-teacher schools in New South Wales, Australia. A Unesco publication.

BROWN, A. N., editor. *Going to College Handbook*, Vol. 10. Richmond 19, Virginia: Outlook Publishers, 1 North 6th St. 1955. 68 pp. 50c. Contains a wealth of helpful information for the boy or girl going to college.

BURNETT, R. W. *Operation Moon*. Chicago 10: Science Research Associations, 57 W. Grand Ave. 1955. 48 pp. 50c. Designed for high-school readers, with numerous drawings and diagrams. The booklet presents the challenging story of space travel in simplified scientific terms. It outlines some of the preliminary steps: unmanned test rockets, soaring hundreds of miles, to gather data; a man-made satellite circling Earth in perpetual orbit; a three-stage "piggy-back" rocket with live crew reconnoitering the Moon from space for the eventual first landing.

Canada—United State Conference on Mutual Relations. Washington 6, D. C.: American Council on Education. 1955. 83 pp. 50c. Includes the addresses given at the Conference and summary of section discussions.

The Chemical Industry. Washington 6, D. C.: Manufacturing Chemists' Ass'n. Inc., Cafritz Bldg., 1625 Eye Street, N. W. 1955. \$1. A facts book prepared with the hope that it will stimulate a better understanding of the chemical industry based on facts concerning its origin, its operation, its accomplishments, and its goals.

The Christmas Party. New York 10: Friendship Press, 257 Fourth Ave. 1955. 30 pp. 50c. A religious play in one act with stage layout.

Colonial Williamsburg. Williamsburg, Virginia: Colonial Williamsburg. 1955. 40 pp. The report by the President of Colonial Williamsburg covering the year ending December 31, 1954.

A Compilation of Philosophy, Policies, and Procedures for Teacher Use in Ramsey Junior High School. Minneapolis, Minn.: Ramsey Junior High School, 50th and Nicollet Street. 1955. 53 pp. (8½" x 11½"). \$1. A product of principal-faculty co-operation in which philosophy, policies, and procedures are set forth.

CURTICE, H. H. *A Modern Industrial Miracle*. Detroit: General Motors. 1955. 16 pp. Free. An address which comments on the future of Diesel and gas turbine power.

DENT, C. H., and TIEMANN, E. F. *Felt Boards*. Austin 12, Texas: The Visual Instruction Bureau, Division of Extension, The University of Texas. 1955. 30 pp. \$1. As a teaching device, the felt board is almost unrivaled in flexibility and simplicity. The felt board is simply a board covered with a felt-like material. All sorts of specially prepared objects, cut-outs, and pictures may be displayed and moved about on the felt board. This handbook presents a wealth of ideas for using the felt board in teaching. It explains the construction of an inexpensive felt board, tells what materials are used on the felt-board and how they are prepared, and how

an effective presentation can be made on the felt board. It also includes illustrated examples of actual classroom uses of the felt board, and lists sources of felt board materials.

Denver Public Schools—Social Studies Guide. Denver, Colorado: Supt. of Schools. 1955. 8 pp. This issue shows how economics is developed as part of the curriculum in the social studies from kindergarten to grade 12 inclusive.

DIETRICH, H. F., and GRUENBERG, S. M. *Your Child's Safety.* New York: Public Affairs Committee, 22 E. 38th St. 1955. 32 pp. 25c. Accidents kill more children over one year old every year than the nine most frequently fatal diseases combined. Such is the warning carried in this pamphlet. "In the United States in 1953, among children one to fourteen, accidents alone were responsible for 11,185 deaths. The nine deadliest diseases killed only 10,768," the pamphlet points out.

Dr. Dietrich suggests that there are some experiences that each child has to learn for himself. Among them are: (1) hot things burn; (2) gravity is always tugging at the seat of his pants; (3) water isn't always nice; and (4) don't rob your child of the educational value of his minor injuries by rewarding him with honeyed words or sweets. Numerous other practical suggestions are presented by the two authors, including a number of concrete proposals on safety practices in the family car.

Digest of Annual Reports of State Boards for Vocational Education. Washington 25, D. C.: Division of Vocational Education, U. S. Department of Health, Education, and Welfare. 1955. 47 pp. A statistical summary of reports made by the states to the Vocational Education Division of the United States Office of Education showing expenditures and work done in vocational education in each state for the fiscal year ending June 30, 1954.

DU BOIS, RACHEL, and LI, MEW-SOONG. *Know Your Neighbors.* New York 3: Workshop for Cultural Democracy, 204 E. 18th St. 1955. 83 pp. \$1.25. The book is a how-to-do-it manual on group conversation, a social technique developed in a workshop. The method is particularly helpful in creating the kind of social climate which accelerates the development of a group, bringing its members quickly into rapport for other levels of group thinking and action.

Education for Homemaking in the Secondary Schools of Pennsylvania. Harrisburg: Department of Public Instruction. 1955. 95 pp. This pamphlet has been prepared as a guide to teachers, supervisors, and administrators. It presents basic beliefs and suggestions for planning and administering the homemaking program, and for activities in the program. Also included are: descriptions of homemaking programs in action and of space, facilities, and equipment for homemaking departments. The concluding section contains a checklist of 29 items for evaluating the program. Also includes a bibliography.

Educational Objectives in Vocational Agriculture. Washington 25, D. C.: Superintendent of Documents. 1955. 20 pp. 15c. A guide in developing vocational educational programs in agriculture—not a course of study.

Eighteenth Annual Report of the Atomic Commission. Washington 25, D. C.: Superintendent of Documents. 1955. 166 pp. A report of the activities of the commission for the first half of the year 1955.

Exchange Teaching Opportunities and Summer Seminars for American Elementary, Secondary, and Junior College Teachers. Washington 25, D. C.: United

States Department of Health, Education and Welfare, Teacher Exchange Office. 1955. 29 pp. Free. Each year approximately 7,000 persons representing more than 70 countries are exchanged to teach, study, lecture, and engage in research or in other educational activities under the International Educational Exchange Program conducted by the United States Department of State and made possible under the Fulbright Act of the 79th Congress. This pamphlet describes the program, list requirements for making application, and lists the positions available.

FLETCHER, W. G. *Sociological Background for Community Improvement*. New York 27: Institute of Administration Research, Teachers College, 525 West 120th St. 1955. 32 pp. 75c. This report, part of a background study for the Bronx Park Community Project, gives insights into the big-city problem: "Can local self-government be restored once it has been lost?" The first section discusses the findings of urban sociologists and details some of their literature that will be helpful to school people in understanding the problems of community self-government and in fostering action toward its restoration. In the second section twelve selected community groups are analyzed, their organization and activities profiled, and suggestions given as to desirable directions in which these groups might evolve.

FORNWALT, R. J., editor and publisher. *Employment Guide*. New York 3: The editor, Big Brother Movement, 33 Union Square. 1955. 11 pp. (8½" x 11½"), mimeographed. 25c. An annotated list of books, pamphlets, services, and suggestions for job seekers, employment interviewers, counselors, and librarians.

GLASSER, M. A. *What Makes a Volunteer?* New York: Public Affairs Committee, 22 East 38th St. 1955. 32 pp. 25c. The booklet describes the importance of volunteer service to a multitude of groups and organizations—religious, education, political, social, medical, professional, government, and many others. It points out that during national emergencies of the past years, the volunteer has been the life-blood of agencies, institutions, organizations, fund campaigns, and relief programs. The volunteer group, in many cases, has become an integral part of the agency.

Handbook for Counselors, Revised. Minneapolis, Minn.: Minneapolis Public Schools, Division of Secondary Education, Department of Counseling. 1955. 41 pp. Includes guidance philosophy, qualifications for counselors, code of ethics, role of the counselor, counseling interview, counselor duties, counselor calendar, policies, procedures, and practices.

HARRINGTON, WELLS, and RICE, M. C. *Salaries and Other Characteristics of Beginning Rural School Teachers*. Washington 25, D. C.: Superintendent of Documents. 1955. 20 pp. 20c. A sampling study regarding the salaries and other characteristics of beginning teachers in rural districts. Covers 880 school districts with enrollments of 300 or less in 1952 in 28 states.

HOBSON, C. J. *Statistics of Public Elementary and Secondary Education of Negroes in the Southern States: 1951-52*. Washington 25, D. C.: Superintendent of Documents. 1955. 22 pp. 20c. Provides comparisons between white and Negro schools in the same states between Negro schools in different states, and between public schools in southern states and public schools in the rest of the country. These comparisons indicate gaps in educational advantages; as well as progress in closing these gaps.

Home Is Where the Heart Is. Minneapolis, Minn.: General Mills, 400 Second Ave., South. 1955. Unpaged. The answers given by the winning state girl in each

of the 48 states and the District of Columbia to the questions, "In what ways is homemaking more than housekeeping?" Each, as part of a test, was written in ten minutes or less, without advanced preparation.

The Home-Study Department. Chicago 37: The Home-Study Department, Univ. of Chicago, 1375 East 60th St. 1955. 52 pp. Free. Presents information as to how to enroll, cost, certificates and credit, and special services. This is followed by a listing and description of the courses offered on the college level.

In Time of Trouble. Washington 25, D. C.: Office of Public Reports, International Cooperation Administration. 1955. 44 pp. Describes emerging programs of the Administration to 18 foreign countries. Also available from the same source is *Technical Cooperation in Education.* This 20-page pamphlet describes what the United States is doing in the way of giving technical educational aid to foreign countries.

International Survey for Music Education. Washington 6, D. C.: Vanett Lawler, Secretary-General, 1201-16th St., N. W. 1955. 25 pp. A report of the Secretary-General dealing with the affairs of the society since its organization in Brussels in 1953 and covering a digest of the First General Assembly which was held in Lindau, Germany, and Zurich, Switzerland, in the summer of 1955.

Juvenile Delinquency. Washington 25, D. C.: Committee on the Judiciary of the United States Senate. 1955. 237 pp. Transcript of the hearings before the Subcommittee to Investigate Juvenile Delinquency, 84th Congress, First Session.

Keep on Learning. Washington 25, D. C.: Department of Defense, Office of Armed Information and Education. 1955. 20 pp. Free. Explains how a boy can advance his education while serving in the Armed Forces.

KIRKWOOD, R. C. *Annual Report of Financial Transactions Concerning School Districts of California.* Sacramento 5, Calif.: Division of County Budgets and Reports, Box 1019. 1955. 300 pp. Presents the financial transactions of California school districts for the fiscal year 1953-54.

Life Insurance Fact Book. New York 22: Institute of Life Insurance, 488 Madison Ave. 1955. 111 pp. This tenth annual edition gives basic facts and figures through 1954 about the life insurance business.

John Marshall. Washington 25, D. C.: Superintendent of Documents. 1955. 64 pp. A handbook of information and suggestions for the celebration of the two hundredth anniversary of John Marshall's birth.

McELROY, NEIL. *The White House Conference on Education.* Washington 25, D. C.: Clint Pace, Director, Committee for the White House Conference on Education, Room 4054, Health, Education, and Welfare Building (South). A discussion of the educational crisis facing the country by Neil H. McElroy, chairman of the forthcoming White House Conference on Education. In his talk, the author outlines the role and objectives of the White House Conference in relation to today's critical educational problems and presents an objective analysis of basic factors.

National Aviation Education Council. Washington 6, D. C.: National Aviation Education Council. 1025 Connecticut Ave., N. W. 1955. 14pp. Free. Contains information about the Council, its purposes, activities, and objectives.

Native Land. New York 17: National Association of Manufacturers, 2 East 48th St. 1955. 48 pp. Narrates the vital importance of our renewable natural re-

sources to the nation's continued progress and prosperity. The publication has been prepared in response to requests by educators and industrialists for a simple, vivid presentation of the subject that would be complete enough for use in classrooms and by the general public. A brief description of the role of land use in the history of nations serves as an introduction. As its major topics, the pamphlet discusses soil, forests, water, wildlife, and parks. Attention is also given to natural resource estimates, our expanding productive capacities and the new technologies, projected to the year 1975, against the background of a population increasing at the rate of 2½ million people a year. The pamphlet is designed to have equal value for young people in urban areas and for rural youth because it gives as much emphasis to the necessity of using our resources wisely as it does to the various conservation techniques in operation.

New Teachers for the Nation's Children, an Idea for Community Action. Washington 25, D. C.: Superintendent of Documents. 1955. 12 pp. 15c. This pamphlet prepared by the Women's Bureau in co-operation with the United States Office of Education contains ideas proposed by the Committee on New Teachers for the Nation's Classrooms on recruiting and training mature, liberal arts graduates, mainly women, as teachers.

1955 SRA Catalog. Chicago 10: Science Research Associates. 1955. 96 pp. Free. An educational edition listing, describing, and pricing tests, guidance material, classroom texts, reading improvement material, and professional guidance books available from this company.

1955 Yearbook. New York 10: National Council of the Churches of Christ in the United States of America, Division of Christian Education, 257-4th Ave. 1955. \$2.50. Contains reports from the Division and its units. It also contains the minutes of meetings, a roster of membership of the units, committees, boards, and related organizations—a review of the work of the Division.

Nutrition and Healthy Growth. Washington 25, D. C.: Superintendent of Documents. 1955. 39 pp. 20c. Starting with the prenatal diet of the expectant mother, the bulletin suggests quantities as well as kinds of food which will contribute most to good nutrition in growing children. It also describes the relationship of nutrition to the emotional as well as the physical development of growing children. "In order to be well nourished," the bulletin states, "a child must be able to digest and utilize the food he eats. His ability to do this may be affected by a great many things—the presence or absence of disease, the amount of sleep he is getting, and his emotional or mental condition. These factors must never be overlooked." An appendix to the bulletin lists some common foods and the contribution each makes to the nutrition of the body.

Operation Birth Rate Continues. Harrisburg: Pennsylvania State Department of Public Instruction. 1955. 31 pp. A reappraisal of Pennsylvania's school and college needs presenting data for planning staff and building needs as well as conceptions concerning the fiscal responsibilities involved.

The Pan American Highway System. Washington, D. C.: Travel Division, Pan American Union. 1955. 66 pp. plus map. 50c. A compilation of official data on the present status of the Pan American highway system in the Latin American Republics.

The Paper Cup Industry and Civil Defense. New York 17: Paper Cup and Container Institute, Inc., 270 Park Avenue. 1955. 16 pp. (9" x 12") Free. A report

on a 4-year program to aid in preparing the nation to cope with the problems of civil defense with special reference to emergency feeding. Illustrated.

Partners in International Understanding. Washington 25, D. C.: Superintendent of Documents. 1955. 44 pp. 25c. Discusses what the program does, its administration, co-operation, reception and orientation program for foreign visitors, and results of the exchange program.

Phonograph Records for Classroom and Library, Catalog 1956. New York 13: Educational Record Sales, 146 Reade Street. 1955. 32 pp. Free. In co-operation with the major phonograph record companies, Educational Record Sales has compiled a list of the finest available recordings especially selected for ready integration in the kindergarten to ninth-grade school programs. Records are arranged according to subjects areas and grades. Included are sections on music appreciation, rhythms, square dance, social studies, language arts, etc.

The Policy Statements of the Board of Foreign Scholarships. Washington 25, D. C. The Board of Foreign Scholarships, International Educational Exchange Service, U. S. Department of State. 1955. 74 pp. Free. A compilation of policy statements on the President's Board of Foreign Scholarships governing the administration of the educational exchange program under Public Law 584, the Fulbright Act of the 79th Congress.

POW . . . the Fight Continues After the Battle. Washington 25, D. C.: Department of Defense, Office of Armed Forces Information and Education. 1955. 90 pp. Free. A report of the Defense Advisory Committee on Prisoners of War. As we all know, the ability of any individual to live up to the high standards set forth in the Code of Conduct, for members of the Armed Forces of the United States, will depend not only upon the training an individual will receive in the Armed Forces, but also upon the training he has already received in the home, at school, or in church. It is hoped that the developed material will suggest some ways in which schools can assist the youth of our country in understanding the importance of the ideals embodied in this Code and the need for adhering to such ideals in order that our democratic form of government will be preserved.

Prejudice and Mental Health. New York 16: The American Jewish Committee, 386 Fourth Avenue. 1955. 12 pp. 5c. Composed of two articles: "Roots of Prejudice" by Elizabeth B. Hurlock and "Hope for the Prejudiced" by Lucy Freeman. Other pamphlets available from the same source are: *The Jews Among Us* by A. Q. Maisel (6 pp. 2c), *The Committee Reporter*. (8 pp., gratis), *What of Their Future? The Half-Million Jews of North Africa*. (36 pp., 15c) and *The Mummification of Opinion* by Senator Fulbright (4 pp., 3c).

The Preparation, Certification, and Recruitment of Teachers To Serve Rural People. Washington 6, D. C.: Department of Rural Education of the National Education Association, 1201 Sixteenth Street, N. W. 1955. 63 pp. The proceedings of the 1955 annual meeting of the Department of Rural Education held in St. Louis, Missouri, February 28 to March 2, 1955.

Public Relations Journey. Washington 6, D. C.: National School Public Relations Association, 1201 Sixteenth Street, N. W. 1955. 48 pp. The annual report of the executive secretary for the year ending May 31, 1955.

Quick Facts About the For-Hire Tank Truck Industry. Washington 6, D. C.: National Tank Truck Carriers, Inc., 1424 Sixteenth Street, N. W. 1955. 16 pp.

Free. This booklet tells about one of America's little known but important industries—the tank truck industry, which delivers the gasoline to keep the Nation's automobiles going, the fuel oil to heat homes and keep factories in production, and hundreds of other bulk liquid commodities including petroleum products, acids and chemicals, and food products.

RAUSHENBUSH, STEPHEN. *Pensions in Our Economy*. Washington 3, D. C.: The Public Affairs Institute, 312 Pennsylvania Avenue, S. E. 1955. 118 pp. \$1. A study of old-age pension problems and proposals in relation to the general economy.

Report to Congress on the Mutual Security Program. Washington 25, D. C.: Superintendent of Documents. 1955. 66 pp. 45c. This report by the President to Congress covers the 6-month period ending June 30, 1955.

SANDERS, J. B. *General and Liberal Educational Content of Professional Curricula: Architecture*. Washington 25, D. C.: Superintendent of Documents. 1955. 16 pp. 15c. Deals with the architectural curriculum in colleges and universities.

School Shop—Learn Safe Work Habits Here! Washington 25, D. C.: Paul E. Gurske, Director Bureau of Labor Standards, U. S. Department of Labor. 1955. 18 pp. Free. This pamphlet, prepared in conjunction with the Office Bureau of Labor Standards is illustrative of the Bureau's effort to encourage safety instruction in school before the minor takes his first job in industry. It provides the vocational shop teacher with a direct approach to the student in emphasizing the importance of safe work habits beginning with his school experience in preparation for later employment.

Soviet Bloc Economic Activities in the Free World. Washington 25, D. C.: Superintendent of Documents. 1955. 110 pp. 35c. The sixth annual report of operations under the Mutual Defense Assistance.

Speakers Kit. 1955-56. Battle Creek, Michigan: Federal Civil Defense Administration. A portfolio of civil defense facts—much basic information for developing talks on the subject. Free.

Spelling Program for Grades 7, 8, and 9. Albany: Bureau of Secondary Curriculum Development, New York Education Department. 1954. 27 pp. A list of 1,182 words for the junior high school pupils. These are in addition to the 3,000 words contained in another department booklet entitled *Our Daily Words* for grades 2 to 6. Also includes suggestions for teaching spelling.

STANTON, FRANK. *The Role of Television in Our Society*. New York: CBS Television. 1955. 13 pp. Free. A talk given at the 33rd Annual NARTB Convention in Washington, D. C., May 26, 1955.

State List of High School Textbooks. Sacramento: California State Department of Education. 1955. 85 pp. Contains a complete statement of all books officially listed for use as high-school textbooks. Also contains education code provisions and rules and regulations of the State Board of Education relating to high-school textbooks.

Teacher's Guide to Community Resources in Economic Education. New York 36: Joint Council on Economic Education, 2 West 46 Street. 1955. 65 pp. \$1. In this booklet teachers will find a comprehensive guide to the wide variety of resources available in the average community and ways of using them as a means of developing their students' understanding of the economic realities of community life. The booklet is illustrated with photographs taken in a number of different localities and showing actual examples of the use of community resources in economic education

for high-school students. There are also reproductions of forms and outlines which have proven successful in practice. An appendix, lists sources of free and inexpensive materials for economic education.

Thirty Years of Service. New York 17: Trans World Airlines, 380 Madison Avenue. 1955. 66 pp. The Story of Trans World Airlines with 30 years of service in commercial aviation.

This Business About Johnny and His Reading. Washington 6, D. C.: National School Public Relations Association of the National Education Association. 1955. \$1.00. A portfolio containing reports on the how and why of modern teaching methods by an education news reporter, a superintendent of school, a business magazine, a secretary of a state teachers association, a curriculum consultant, and the directors of reading clinics in two universities, together with the findings of a two-year study of teaching by a Citizens School Study Council in a New England community.

THOMAS, E. S. *Evaluating Student Themes.* Madison 5: The University of Wisconsin Press, 811 State Street. 1955. 47 pp. 75c. This pamphlet is intended primarily for teachers to whom teaching itself or the principles of the terminal comment may be new. In the Foreword the author discusses the problems and the techniques of evaluating student themes. The bulk of the pamphlet consists of fourteen actual student themes written on the same assigned topic, each followed by the teacher's appraisal of the student's accomplishment. These terminal comments illustrate specific applications of the principles discussed in the Foreword; that the tone of the comment is as important as its content, for the teacher must recognize strength as well as weakness; that the comment should indicate the degree of the student's progress; that no student should be left without hope or without challenge; and that each comment should stress specific values which will encourage the student to write a better theme—next time.

TYLER, E. N. and MORGAN, L. S., editors. *Health Educators at Work.* Chapel Hill: Department of Public Health Education, School of Public Health, University of North Carolina. 1955. 64 pp. 80c. Contains articles and descriptions of selected programs sponsored by different types of organizations both in this country and abroad.

USAFI Handbook. Madison 3, Wisconsin: United States Armed Forces Institute. 1955. 21 pp. Free. This pamphlet contains an overview of the functions, organization, and operations of the United States Armed Forces Institute. USAFI provides common educational services and materials for the soldier, sailor, airman, and marine on active duty so that he may render better service in his assignment, increase his individual capability for assuming greater responsibility and rendering greater service, and satisfy his intellectual desires. The educational program of USAFI supplements in many ways the many training and educational programs of the separate services.

U. S. Government Awards Under the Fulbright and Smith-Mundt Acts. Washington 25, D. C.: Committee on International Exchange of Persons, 2101 Constitution Avenue, N. W. 1955. 53 pp. Free. Lists and describes grants offered under the International Educational Exchange Program for 1955-56 in university lecturing and advanced research.

WAAGE, T. O., and JOHNS, EUNICE. *A Teacher's Guide to Money, Banking, and Credit.* Washington 6, D. C.: The National Council for the Social Studies.

1955. 99 pp. \$1. This pamphlet is the second in the "Economic Life Series" published by the National Council for the Social Studies in co-operation with the Joint Council on Economic Education. Part One, written by Thomas O. Waage of the Federal Reserve Bank of New York, consists of an analysis of our monetary system. The author emphasizes the work that money does in our economy and the ways in which money can be managed so as to encourage growth and stability in our economy. Four-color illustrations enliven the explanations. Part Two suggests in the curriculum where problems related to money, banking, and credit may be introduced; it outlines the purposes which the study might seek to achieve; and it provides student activities which may be useful in initiating the study, in carrying on the research, and in summarizing the results. A carefully selected, annotated bibliography has been prepared to accompany the guide.

WATSON, C. M., and RICHEY, R. W. *Present Practices and Trends in the Preparation of Elementary-School Principals at the Graduate Level*. Bloomington: Division of Research and Field Services, Indiana University. 1955. 54 pp. \$1. Presents information on the practices, trends, and promising developments in graduate preparation programs for elementary-school principals in colleges and universities in the United States.

WRIGHT, G. S. *State Accreditation of High Schools*. Washington 25, D. C.: Superintendent of Documents. 1955. 85 pp. 30c. Analyzes and summarizes the standards of accreditation and procedures used in the 48 states.

Written Policies for School Boards. Washington, D. C.: American Association of School Administrators. 1955. 24 pp. 50c. Suggests that the best way school officials can chart the course of education in their communities is by formulating written policy statements and then publicizing them. This pamphlet focuses attention on one of the essential requirements of good school management—the development of written statements of policy that will give clear-cut direction to those responsible for making the important decisions about the schools. It starts off by posing some pertinent questions, such as "What Does Policy Do?" and "Why Have Statements of Policy?"—then proceeds to give some answers. The answers include a 11-point listing of some of the benefits that may result in developing policy statements. These include: saving time, effort, and money; giving positive directions to superintendents and other charged with directing the school program by clearly defining their authority and discretion; helping build public support; insuring a better informed board and staff. A checklist, intended as a guide to school officials in the preparation of educational policies, is included as an appendix.

Your Son and the Jet Air Age. Washington 25, D. C.: United States Air Force. 1955. Unpaged. Information about the 43 career fields from which a boy entering the Air Force may choose. Attractively illustrated. Also available are: *Fact Sheet* concerning the Officer Candidates School, *Guide to Opportunities in the United States Air Force* (24 pp.), and *You'll Go Places Faster* (12-page flyer).

News Notes

NROTC SCHOLARSHIPS—The Navy is soon to begin its tenth annual nation-wide program of officer selection and training. During the past year nearly two thousand young men were chosen to enter the Naval Reserve Officers Training Corps units in 52 American colleges, and about the same number will be selected during the coming academic year. Announcements about the program were sent to all schools and colleges in the United States and Territories this month. This, the largest single college scholarship program in the country, is financed entirely by the Federal government.

The scholarship winners are selected on a merit basis. Last year more than 23,000 applicants took the Navy College Aptitude Test, the first step in the selection process. The test will be given this year on December 10. Applications from civilian candidates must be received by November 19. On the basis of test scores, finalists are certified to the Navy recruiting stations for physical examinations and interviews. State selection boards, each of which is composed of a senior naval officer, an educator, and a third member from business or industry, select the winners after studying each finalist's test scores, interview ratings, school records, and recommendations.

In the fall of 1956, this tenth group of approximately two thousand selected young men will be enrolled in 52 colleges and universities throughout the country as students in the Naval Reserve Officers Training Corps (NROTC). As Midshipmen, Naval Reserve, they will be provided with tuition, fees, books, and a living allowance of six hundred dollars a year by the government. These students will be required to take one course in Naval Science each term and to fulfill certain minimum requirements in English, mathematics, and physics. They will participate in two summer cruises with the Fleet and one eight-week period of aviation and amphibious indoctrination. With certain exceptions, they may pursue the academic programs of their own choice. Upon graduation they will be commissioned as officers in the Navy or Marine Corps and will serve on active duty for a period of three years. Many will then have the opportunity to become career officers; others will transfer to the Reserve, where they will be trained and ready for service in the event of national emergency.

REMEDIAL READING IN DENVER—The Denver Public Schools have an English Committee for kindergarten to grade twelve inclusive. Last summer this Committee held a two-week workshop in reading at the junior high-school level. Designed for teachers who work with pupils who have reading problems, the workshop provided opportunity to read and analyze texts and workbooks; to preview and study reading films; to analyze skills of perception and operate reading machines devised to develop these skills; to prepare instructional materials and to study reading techniques and methods. Seventeen junior high-school teachers and one co-ordinator, six senior high-school teachers, three elementary co-ordinators, and two members from the Department of Instruction participated. The group will continue its work through seminars this winter. Another project of the junior high-school subcommittee was the revision of eight-grade tests in reading, writing, listening, speaking which have been in process of construction ever since the publication of the guide.

Senior High-School Committee Lists Accomplishments—Reported by the senior high subcommittee as accomplishments for the year are the publication of a bibliography to supplement the one in the guide, articulation between high school and college courses in English, and the development of a sequence of courses in the senior high schools. In addition are the units being written for the twelfth-grade English courses.

Two evaluation studies have been in progress in the senior high schools; one, at East High School, of English classes five and six and the control groups; the other, at West High School, of English classes three which have emphasized particularly progress reports and individual conference sheets.

REPORT OF KANSAS CITY INVESTIGATION TO BE ISSUED—A report will be issued in the next few months by the Defense Commission of the National Education Association on an investigation of "conditions leading to the failure of the Board of Education to renew the contract of Mark W. Bills, superintendent of Kansas City (Mo.) schools." A special committee of five members conducted an inquiry in Kansas City last summer. The Commission report will be based on their findings, according to Dr. Richard B. Kennan, Commission secretary. Requests for the investigation were received by the Commission from the Association of Community Councils of Kansas City and Kansas City Cooperative Council of Teachers. The study was approved by the Executive Board of the Missouri State Teachers Association.

NEW FILMSTRIP AVAILABLE—*Preventing Fires in Your School and Other Public Buildings*, the second in a series of color filmstrips on fire safety for upper elementary grades has been prepared by the National Commission on Safety Education and the Virginia State Board of Education with the services of an advisory committee of educators. The 40-frame filmstrip is designed to include learning experiences in all areas of the curriculum in teaching fire prevention and protection. Recommended building conditions and practices of pupils and adults for fire safety are taught through the illustrations, discussion questions, and suggested activities. A descriptive folder and order blank of the above filmstrip and the earlier one on *Preventing Fires in Your Home* may be secured by writing the National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

CENSUS OF FOREIGN EXCHANGEES—Almost 40,000 foreign students, scholars and doctors spent the 1954-55 academic year in the United States, according to *Open Doors*, the annual census of foreign exchanges in the United States, published by the Institute of International Education, 1 East 67th Street, New York City. The report gives data on the 34,232 students from abroad who studied in the U. S. this last year, on 635 scholars on the faculties of U. S. educational institutions, and on 5,036 foreign doctors training as interns or residents in U. S. hospitals. This is the first year in which the census has given information on foreign scholars and doctors. Of the total of 39,903 exchanges, 29 per cent came from the Far East; 24 per cent from Latin America; 17 per cent from Europe; 13 per cent from North America; 13 per cent from the Near and Middle East; 3 per cent from Africa; and 1 per cent from Oceania.

THE TEACHER AND SOCIAL SECURITY—The Research Division of the National Education Association has recently (August 1955) published a 16-page *Special Memo* entitled "Technical Problems in Social Security Coverage for Public

PRENTICE-HALL BOOKS

GUIDANCE AND CURRICULUM

by JANET A. KELLEY, The City College of the City of New York

This new book shows how guidance and curriculum, united in building a guidance-curriculum centered program, can be an integral part of a total educational program.

The text emphasizes the teacher as the pivot in the guidance program and is based upon wide research involving personal contact of the author with a variety of school and guidance programs.

5½" x 8½" • 532 pages • Published August 1955

THE EFFECTIVE SCHOOL PRINCIPAL: In Elementary and Secondary Schools

by PAUL B. JACOBSON, Dean, School of Education, University of Oregon, WILLIAM C. REAVIS, Emeritus Professor of Education, University of Chicago, J. D. LOGSDON, Principal, Shorewood High School, Shorewood, Wisconsin.

This new revision of "Duties of School Principals", 2nd Edition, includes the latest thought and research on school principalship.

Emphasizing the new concept of educational leadership, the book has been completely rewritten on the basis of new studies in school administration.

Reorganized to give the student a more functional picture of the principal's work, the new edition covers every phase of school operation from routine details to administrative policy decisions.

5½" x 8½" • 617 pages • Published June 1954

For approval copies write

PRENTICE-HALL, INC., 70 Fifth Ave., New York 11, N.Y.

School Teachers." This publication discusses how social security as combined with the state system of teacher retirement operates. As of July, 1955, there are 12 states that have provided social security coverage for teachers or have taken preliminary steps in that direction. The publication is available from the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., at 25 cents per copy.

PHS GETS CLASS HOLIDAY ON BIE DAY—Pampa Texas high school students were given a holiday Monday, Oct. 17, when the third annual Business, Industry, and Education Day was held. Approximately 200 teachers took part in the day's activities, which started with a meeting in the Palm Room of the City Hall at 9 A.M. After a morning of tours of various business and industrial concerns in and around Pampa, the teachers had lunch in the high-school cafeteria. Reviews and discussions of the tours were given in the afternoon. About 20 business firms took part in the activities. Chairman of the event was George Newberry, head of the local office of the Southwestern Bell Telephone Company.—*The Little Harvester*.

VEHICLE INCREASE REPORTED—A total of 58,589,863 motor vehicles were registered in the United States in 1954, according to a survey of state registrations made by the Bureau of Public Roads, U. S. Department of Commerce. This figure represents an increase of 2,319,172 vehicles or 4.1 per cent over those registered in 1953. A breakdown of total registrations show 48,498,870 automobiles, 248,346 buses, and 9,842,647 trucks. The figure on buses includes 148,892 school buses registered in the country—60 per cent of all buses. Of the school buses, 107,128 or 72 per cent are publicly owned (state, country, or municipality).

TRUMPET BOOKS TO CHALLENGE COMICS—A new publishing venture, tailored especially for the youth from 9 to 14 years of age, and selling for 25 cents, has been launched by Sam'l Gabried Sons and Co., 200 Fifth Avenue, New York 10. To meet the challenge of comic books, the distribution of these low-cost books is on a scale wider than that usually given books for this age group. They are available through book stores, toy stores, variety and chain stores, and through food and drug stores. Editor Will Roberts, long an authority in the juvenile publishing field, planned *Trumpet Books* after months of interviews with leading educators, intensive studies of the reading habits of youth in this age group, and an analysis of the psychological appeal of comic books. To produce books which combine the thrills and excitement of the comics with a constructive and lively story, Mr. Roberts has secured the services of outstanding writers and illustrators in the juvenile field. These books are brief, clearly printed and well illustrated. Each book has a sustained dramatic interest throughout, yet each page is in itself a complete attention-unit with its own illustration and copy tied in with the whole. Each book is 64 pages in length, and available singly.

There are six titles in the current line: *Diving for Sunken Treasure* is an account of Lt. Harry Rieseberg's adventures as an underwater salvage expert; *Famous Pioneers* by Samuel Cutler narrates the true stories of the men and women who settled the West; *Mystery at Stony Cove* by Jay Morris is a suspenseful tale of a boy, a girl, and a dog; *Horses* by Helen J. Fletcher describes and illustrates the horse in history, sport, and cowboy lore; *Baseball* by Mort Cornin gives the complete story of our national pastime; and *The Trumpet Book of Laughs* by Helen J. Fletcher is a humor collection for youngsters.

INTERESTING AND HELPFUL ARTICLES TO READ—"Keep Schools Open All Year" by Vernon D. MacPherson (pp. 51-54) and "I'm Not Suffering

SPECIAL EDUCATION FOR THE EXCEPTIONAL

THREE VOLUMES

Edited by MERLE E. FRAMPTON and ELENA D. GALL

Here is a comprehensive work dealing with every phase of special education for the exceptional. The clear and concise chapters and supplementary readings are written by 75 foremost specialists. For the student, teacher, the school administrator, the social worker, the doctor, the parent, and all others who wish to be well informed of the rapid advances made in the field, these volumes are indispensable.

VOLUME I —Introduction and Problems, 480 pp., \$5.50

VOLUME II —Physically Handicapped and Special Health Problems, 704 pp., \$5.50

VOLUME III—Mental and Emotional Deviates and Special Problems, 500 pp., \$5.50

STAIRWAY TO COLLEGE

by NORMIE RUBY and HAROLD RUBY

A new, direct approach valuable to students and those guiding his course of college preparation. Admission policies, college entrance requirements, tests, examinations and prerequisites and standards of the varying colleges are explained. Each subject receives understanding treatment and review. Chapters deal with social, academic and extra-curricular programs as found in different types of colleges. 80 pp., cloth, \$2.20; paper, \$1.10.

JUNIOR COLLEGES AND SPECIALIZED SCHOOLS AND COLLEGES

2nd ed., 336 pp., cloth, \$3.30; paper, \$2.20

Indispensable in guidance work is this descriptive survey of junior colleges and schools of professional training throughout the country. Curricula, courses, enrollment, faculty, tuition, etc., are given for 600 junior colleges, 1100 specialized schools, and reference with names and addresses for 1200 colleges and universities.

PORTER SARGENT PUBLISHER

11 BEACON STREET

BOSTON 8, MASS.

From Flesch Wounds" by James M. Spinning (pp. 60-61), both in the September, 1955, issue of *Nations Schools* * * * * "Qualifications for Teachers of Remedial Reading" by Helen M. Robinson (pp. 334-37) and "Some Characteristic Differences Between Elementary- and Secondary-School Reading" by Lester R. and Viola D. Wheeler (338-40), both in the September, 1955, issue of *The School Review*. * * * * "The School's Role in Preventing and Combating Juvenile Delinquency"—a series of 6 articles; one each by Claude C. Courier, G. Robert Koopman, Earl C. Jackson, Marian F. Graves, Amelie S. Rothchild, and Robert E. Bills, (pp. 73-85) all in the September, 1955, issue of *The School Executive*. * * * * "Public Schools Are Better Than You Think" by Sloan Wilson(pp. 29-33) in the September, 1955, issue of *Harper's Magazine*.

TV STATIONS WELCOME NEA SPOT FILMS—Ten TV spot films have been produced by NEA under the series title, "Good Schools Make a Difference." Each spot runs one minute. Almost without exception, TV stations have accepted the spot films when they have been offered. One state association public relations man reported that a station in his area uses them "anytime from breakfast to midnight—one or more of them nearly every day." For detailed information, write to NEA division of Press and Radio Relations.

35TH ANNUAL MEETING OF SOCIAL STUDIES TEACHERS—High-ranking officials of the United Nations will be guests of the National Council for the Social Studies (NCSS) at its 35th annual convention in New York City, November 24-26. Between 1,500 and 1,800 social studies teachers from the nation's elementary, junior-high and senior-high schools are expected to attend the three-day meeting. The convention will open on Thanksgiving Day with a reception in the Main Delegate's Lounge of the UN building and the first general session will follow in the Trusteeship Council Chamber with members of the Secretariat, Foreign Delegations, and the United States Mission as speakers. Other opening-day activities, besides registration and committee meetings, will include an exhibit of teaching materials and a bus tour of Manhattan. The Bureau of Curriculum Development of the New York City schools wil sponsor visits to educational projects in the metropolitan area. The NCSS is a department of the National Education Association.

SCHOOL AND COLLEGE ENROLLMENTS—Public and private schools and colleges in the continental United States will enroll, this fall, an estimated 39,557,000 students—1,657,000 more than a year ago—S. M. Brownell, Commissioner of Education, U. S. Department of Health, Education, and Welfare, has announced. The increase is divided as follows: elementary (kindergarten through grade 8), 1,300,000; secondary, 7,422,000; colleges and universities, 2,740,000. The commission pointed out that this is the eleventh consecutive year of increased total enrollment in schools and colleges. Forecasts for the ten years through 1964-65 indicate substantial increases for each year ahead, with a diminished rate of increase in elementary schools toward the end of the ten-year period.

The Commissioner stated that, assuming one new classroom is needed for each 30 additional pupils enrolled in elementary and secondary schools (both public and non-public), the increase of enrollment from 1954-55 to 1955-56 calls for an increase of 52,000 classrooms over the number available last year. Assuming that one new classroom is needed for each 25 additional pupils, then 62,300 new classrooms are needed to accommodate the increased enrollment. According to information received by the Office of Education from the state departments of education, the number of

THE AMPLI-SONIC VIBROSCOPE



A tested and approved device of great sensitivity, designed for use in science and physics laboratories. The Ampli-Sonic Vibroscope amplifies and prolongs the tones of tuning forks. Instructors and students penetrate easily the "field of beats." The "beating" of one tone frequency against another can now be heard with dramatic clarity.

Four high quality tuning forks and a scientifically drafted experiment-manual are provided with each Ampli-Sonic Vibroscope. The complete experiment-manual is adaptable to both secondary and college levels. The program holds the students' interest, and stimulates original thought. The manual is readily adaptable as a supplement to textbooks dealing with the study of sound waves.

A new and fascinating approach is made possible in the study of sound wave propagation. The Ampli-Sonic Vibroscope is now recommended by informed sources for use in all modern physics and science laboratories.

Price \$26.50, complete with four precision tuning forks and an endorsed manual containing a potential total of thirty-five experiments.

For further information, write

W. T. RAWLEY
Box 111 • Wardsboro, Vermont

new classrooms scheduled for completion for the public schools during the 1954-55 school year was approximately 60,000; an estimated five to ten thousand additional classrooms were constructed for the non-public schools. Some of these classrooms will not be available to accommodate increased enrollment, because they will be used to replace classrooms lost through fire, flood, obsolescence, etc., and to reduce overcrowding.

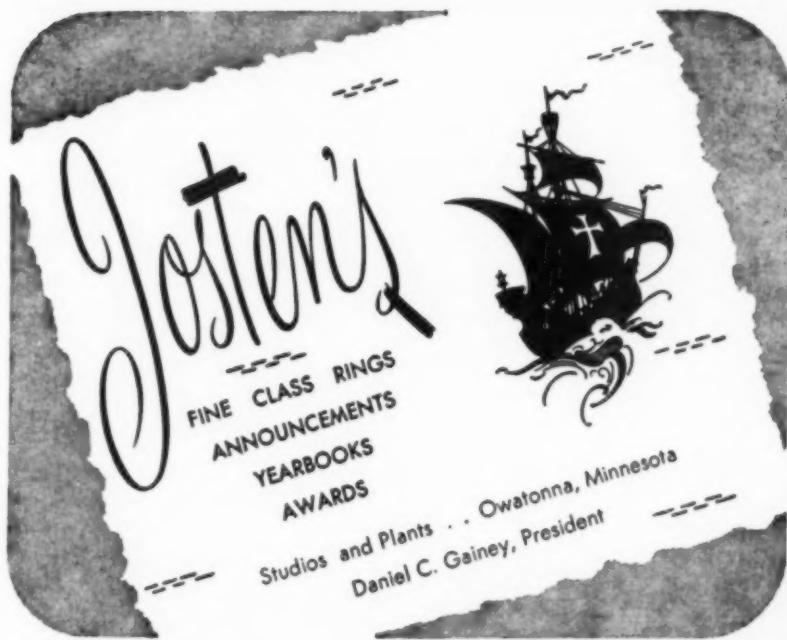
The instructional staff required by the increased enrollment is somewhat greater than the number of classrooms, the Commissioner said, because instructional staff includes principals, supervisors, librarians, visiting teachers, and other specialized personnel. The supply of new teachers from colleges and universities in the last year was approximately 63,400. This supply is less than the number required to take care of the needs created by increased enrollment, overcrowding, resignations and retirements.

INDUSTRIAL ARTS SAFETY PLANNED—A comprehensive, 60-page book, *Safety Instruction in Industrial Arts Education* has been distributed by the California State Department of Education to schools in the state. One purpose of the book is "to provide a guide for safety instruction and a means of evaluating the instruction." It is designed to assist teachers in planning safety education as a part of the industrial arts program. The book is the result of an exhaustive study of existing conditions and instruction in safety education in industrial arts classes and of recommendations for making safety education more effective. The book is divided into several sections, the first covering general instructions for safety education to be followed in industrial arts classes and the others giving detailed instructions for each area of the program. Some of the topics covered in the introductory section are: "How To Plan the Teaching Safety Instruction," "Safety Testing" "Safety Instruction for All Areas of Industrial Arts," and "Test Questions for Several Safety Practices in All Areas of Industrial Arts." The remaining sections give illustrations, "Safety Instructions," and a "Safety Test" for using all pieces of equipment in metalworking, woodworking, graphic arts, and auto mechanics. A list of selected references for further information completes the book.

DAVI TO PUBLISH FIRST ISSUE OF OFFICIAL MAGAZINE BY FEBRUARY 1—Target date for the first issue of the Department of Audio-Visual Instruction's official magazine is February 1, according to DAVI acting director Floyd E. Brooker. This will be the first time in the DAVI's 32-year history that the organization has published its own journal. Mr. Brooker, who will serve as editor, said that an interim editorial board is now being set up which will decide on the publication's policy and on a name for the new magazine.

TWO NEW FILM CATALOGS—Two new catalogs for educators have been released by Stanley Bowmar Co., Inc. Catalog No. 7 contains listings of filmstrips by twenty-one producers. These are integrated by subject covered. Catalog No. 7R has a listing of record players and record albums designed for educational use. Both catalogs are available to teachers and school administrators free upon request to Stanley Bowmar Co., Inc., 12 Cleveland St., Valhalla, New York.

PARENTS' MAGAZINE ANNOUNCES NEW YOUTH GROUP AWARDS—The second annual competition for the Youth Group Achievement Awards sponsored by *Parents' Magazine* to combat juvenile delinquency has been announced by Publisher George J. Hecht. Awards totaling \$1,000 and certificates of honor will be given by the magazine to youth groups which perform the most outstanding public



Revised Edition of a Popular Text
WORLD HISTORY

**Smith
Muzzey
Lloyd**

Sales Offices:
NEW YORK 11
CHICAGO 16
ATLANTA 3
DALLAS 1
COLUMBUS 16
SAN FRANCISCO 3
TORONTO 7

Home Office:
BOSTON

THIS Revised Edition brings world history right down to such recent events as the formation of SEATO, the end of the Indo-Chinese War, the ousting of Malenkov, Churchill's resignation and Eisenhower's atoms-for-peace proposal. The book covers every important country. Handsomely illustrated.

Ask for Descriptive Circular 228

GINN AND COMPANY

service from June 1, 1955, to May 31, 1956. The groups may consist of either boys or girls or both, of not exceeding high-school age. They may be school club groups, Boys or Girl Scout groups, Camp Fire Girls, 4-H Clubs, settlement house groups, and groups of any kind which have a membership of at least ten. Any group in the United States and its possessions and Canada is eligible. Nominating forms are now available from *Parents' Magazine*, 52 Vanderbilt Avenue, New York 17, New York.

A NEW THRIFT PLAN—More than 64,000 Du Pont employees in plants, laboratories, and offices throughout the nation have signed up for a new thrift plan under which the company will add 25 cents to every dollar they save. The plan was announced last May and went into effect September 1, 1955. The purpose is to encourage employees to save regularly through the purchase of U. S. Savings Bonds, and to provide an opportunity for them to become stockholders in the company at no cost to themselves. As an incentive, the company will contribute to a trust fund one fourth as much as each employee saves under the plan. This contribution will be used to buy Du Pont common stock for him.

Those who have enrolled thus far represent more than 73 per cent of the eligible employees—those with the company two years or more. Indications thus far are that employees expect to save more than \$25 a month each. The plan is entirely voluntary and other eligible employees may come in later if they wish. The company has approximately 100,000 employees, including those at plants operated for the U. S. Government, of whom about 87,000 are eligible. It works like this: Any eligible employee who wants to participate specifies the amount he wishes to save every month by payroll deduction. The minimum is \$12.50 a month and the maximum is \$37.50. The amount he specifies will be deducted each pay period, starting with September, and will be invested in U. S. Savings Bonds, Series E, and deposited with a custodian.

Every month the company will pay over to a trustee one fourth as much as the amount deducted for each employee. This money will be used by the trustee to buy stock monthly on the open market for the plan. Cash dividends on these shares will be applied to the purchase of more stock. When an individual becomes entitled to a whole share, it will be put in his name; after the required holding period, it will be turned over to him. Cash dividends on shares in his name will be paid directly to him.

FIRE LOSSES REPORTED—Estimated fire losses in the United States during June totaled \$70,828,000, the National Board of Fire Underwriters has reported. This loss represents an increase of 8.1 per cent over losses reported for June 1954.

SMC'S SURVEY OF DEMAND FOR SCIENTISTS—In 1954 the Scientific Manpower Commission undertook a quantitative survey of the demand for scientists in industry, government, and education. The study shows that industry employs nearly 120,000 scientists, of whom approximately 70,000 are chemists. Geologists occupy second place, with approximately 13,000 on company payrolls, and biologists, physicists, mathematicians, and psychologists follow in that order. Only 7.6 per cent of scientific employees are women, who fill nearly 4,000 chemical positions, 1,300 biological posts, and 800 jobs requiring mathematical training.

A comparison of the number of scientists hired with the number of separations indicates that industry added about 6,000 new scientists to its payroll in 1953—a

NOW



NEW

Completely revised:

Third Edition, 1955 copyright
Greatly improved organization
Up-to-date content
Rewritten and newly illustrated
Functional use of color
Two new chapters—

- Learning to Drive Automatic Transmission Cars
- Driving Under Unfavorable and Special Conditions

Driver attitude emphasized throughout

School Price \$2.10

American Automobile Association
Washington, D. C.

Revised

d is for direction
D is for Devereux Schools

Devereux School's pioneering work in the treatment of childhood emotional disorders and impaired intellectual functioning has given a new and significant sense of direction to Special Education.

The classroom, at a Devereux School, becomes a vital and integral part of the over-all treatment. So does the Art Studio, the Drama Center, and every other scene of activity and youthful enterprise. For all a youngster's experience is dynamically structured and oriented to supplement traditional therapies; and directed, under psychiatric guidance, to specified therapeutic goals.

In consequence, literally thousands of Devereux alumni are leading rich, constructive adult lives. This is the ultimate criterion of Devereux' success.

It is also an open invitation to you to visit one or more of the schools—or to ask for additional information. Address

JOHN M. BARCLAY
Director of Development
Devereux Schools
Devon, Pennsylvania


DEVEREUX
SCHOOLS

UNDER THE DEVEREUX FOUNDATION
HELENA T. DEVEREUX, Director

SANTA BARBARA
CALIFORNIA

DEVON
PENNSYLVANIA

service from June 1, 1955, to May 31, 1956. The groups may consist of either boys or girls or both, of not exceeding high-school age. They may be school club groups, Boys or Girl Scout groups, Camp Fire Girls, 4-H Clubs, settlement house groups, and groups of any kind which have a membership of at least ten. Any group in the United States and its possessions and Canada is eligible. Nominating forms are now available from *Parents' Magazine*, 52 Vanderbilt Avenue, New York 17, New York.

A NEW THRIFT PLAN—More than 64,000 Du Pont employees in plants, laboratories, and offices throughout the nation have signed up for a new thrift plan under which the company will add 25 cents to every dollar they save. The plan was announced last May and went into effect September 1, 1955. The purpose is to encourage employees to save regularly through the purchase of U. S. Savings Bonds, and to provide an opportunity for them to become stockholders in the company at no cost to themselves. As an incentive, the company will contribute to a trust fund one fourth as much as each employee saves under the plan. This contribution will be used to buy Du Pont common stock for him.

Those who have enrolled thus far represent more than 73 per cent of the eligible employees—those with the company two years or more. Indications thus far are that employees expect to save more than \$25 a month each. The plan is entirely voluntary and other eligible employees may come in later if they wish. The company has approximately 100,000 employees, including those at plants operated for the U. S. Government, of whom about 87,000 are eligible. It works like this: Any eligible employee who wants to participate specifies the amount he wishes to save every month by payroll deduction. The minimum is \$12.50 a month and the maximum is \$37.50. The amount he specifies will be deducted each pay period, starting with September, and will be invested in U. S. Savings Bonds, Series E, and deposited with a custodian.

Every month the company will pay over to a trustee one fourth as much as the amount deducted for each employee. This money will be used by the trustee to buy stock monthly on the open market for the plan. Cash dividends on these shares will be applied to the purchase of more stock. When an individual becomes entitled to a whole share, it will be put in his name; after the required holding period, it will be turned over to him. Cash dividends on shares in his name will be paid directly to him.

FIRE LOSSES REPORTED—Estimated fire losses in the United States during June totaled \$70,828,000, the National Board of Fire Underwriters has reported. This loss represents an increase of 8.1 per cent over losses reported for June 1954.

SMC'S SURVEY OF DEMAND FOR SCIENTISTS—In 1954 the Scientific Manpower Commission undertook a quantitative survey of the demand for scientists in industry, government, and education. The study shows that industry employs nearly 120,000 scientists, of whom approximately 70,000 are chemists. Geologists occupy second place, with approximately 13,000 on company payrolls, and biologists, physicists, mathematicians, and psychologists follow in that order. Only 7.6 per cent of scientific employees are women, who fill nearly 4,000 chemical positions, 1,300 biological posts, and 800 jobs requiring mathematical training.

A comparison of the number of scientists hired with the number of separations indicates that industry added about 6,000 new scientists to its payroll in 1953—a

NOW



NEW

**Completely
revised:**

Third Edition, 1955 copyright
Greatly improved organization
Up-to-date content
Rewritten and newly illustrated
Functional use of color

Two new chapters —

- Learning to Drive Automatic Transmission Cars
- Driving Under Unfavorable and Special Conditions

Driver attitude emphasized throughout

School Price \$2.10

American Automobile Association
Washington, D. C.

Revised

d is for direction

*D is for Devereux
Schools*

Devereux School's pioneering work in the treatment of childhood emotional disorders and impaired intellectual functioning has given a new and significant sense of direction to Special Education.

The classroom, at a Devereux School, becomes a vital and integral part of the over-all treatment. So does the Art Studio, the Drama Center, and every other scene of activity and youthful enterprise. For all a youngster's experience is dynamically structured and oriented to supplement traditional therapies; and directed, under psychiatric guidance, to specified therapeutic goals.

In consequence, literally thousands of Devereux alumni are leading rich, constructive adult lives. This is the ultimate criterion of Devereux' success.

It is also an open invitation to you to visit one or more of the schools—or to ask for additional information. Address

JOHN M. BARCLAY
Director of Development
Devereux Schools
Devon, Pennsylvania


DEVEREUX
SCHOOLS

UNDER THE DEVEREUX FOUNDATION
HELENA T. DEVEREUX, Director

SANTA BARBARA
CALIFORNIA

DEVON
PENNSYLVANIA

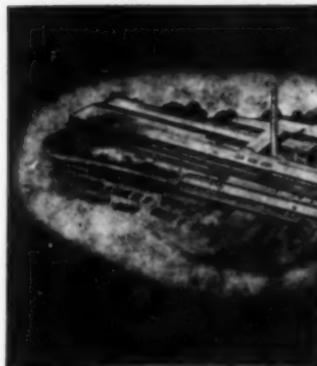
figure that is only slightly below that for 1952, although turnover rates in the several fields of science, the average is 9.5 per cent. Comparisons of employment statistics with the number of graduates in 1952 and 1953 reveal a close correlation and suggest that the demand was in large part controlled and limited by the diminishing supply of new recruits from the colleges and universities.

The Commission is now conducting a second survey of industry to get the facts and figures for 1954. Also, it is tabulating returns from those government departments and agencies that employ scientists, and it is on the point of canvassing the universities and colleges for comparable information on the academic situation in the school year that has just ended. With these several sets of figures, the Commission expects to have at its disposal a more comprehensive view of the supply-demand situation than has ever before been available. Since the numbers of graduates in nearly every field of science are still declining, quantitative information of this kind will prove of vital importance in formulating policy and in guiding employment procedures.—*Engineering and Scientific Manpower Newsletter*.

EXTRA PAY FOR EXTRA WORK—The June, 1955, issue (page 405) of the *NJEA Review*, published by the New Jersey Education Association, 180 West State Street, Trenton 8, New Jersey, carries an account of a study of 346 New Jersey school districts employing 30,000 teachers or approximately 93 per cent of all New Jersey teachers. In 3 out of 5 of these districts, extra pay is provided, but in districts employing 50 or more teachers, 4 out of 5 provide such payments. Following is a comparison between 1951 and 1955 of the median payments received by teachers for various types of extra work.

	1951	1955
<i>Athletic</i>		
Director of Athletics	\$347	\$383
Faculty Manager	283	438
Foothall Coach	465	537
Asst. Coach	242	297
Basketball Coach	323	408
Asst. Coach	174	216
Track Coach	238	312
Asst. Coach	154	191
Cross Country Coach	150	225
Intramurals Coach	156	162
Cheerleaders Coach	147	132
<i>Non athletic</i>		
Audio-Visual	155	155
Pulications	145	142
Public Speaking	140	194
Student Council	217	212
Band and Orchestra	283	118
Vocal	230	100

FILMS FOR SCHOOL USE—Bailey Films, Inc., Hollywood, for the past seventeen years distributor of films for school, library, club, home, church, museum, and industrial and commercial use, now makes it possible through its lease-purchase plan for organizations, regardless of size or budget, to own their own prints. Lease-purchase necessitates only a small initial expenditure. Payments are made on a yearly



so long a LEADER

and still

growing!

**BUY the BEST
BUY BALFOUR**

FRATERNITY
INSIGNIA

MEDALS &
CLUB AWARDS

CLASS RINGS

CERAMICS

TROPHIES &
ATHLETIC AWARDS

DIPLOMAS &
ANNOUNCEMENTS

Balfour

L. G. BALFOUR COMPANY
ATTLEBORO, MASSACHUSETTS

YOUR LIFE PLANS AND THE ARMED FORCES

A unit of study to help high school youth fit service in the Armed Forces into their educational and vocational plans. Complete description of educational opportunities in the services.

Prepared by a special committee of the North Central Association of Colleges and Secondary Schools. Approved by the National Association of Secondary-School Principals. 160 pages, 8 1/4 x 11, workbook format, \$2.00, Teacher's Handbook, \$0.60.

Quantity Discounts on class orders.

Published by

AMERICAN COUNCIL ON EDUCATION

1785 Massachusetts Avenue, Washington 6, D. C.

basis, future appropriations not being committed. Upon completion of the lease, the lessee owns the films. The plan enables a buyer of films to start a new film library with a well-balanced selection of titles or significantly to expand an extant library to include sufficient titles and copies to meet current demands. Bailey Films has prepared a folder explaining the provisions of the lease-purchase plan. In it are included lease-purchase rates for films obtained on the three-payment (two-years) and four-payment (three years) plan and a list of seventeen suggested titles which might well be considered the films to constitute a basic library. Requests for folders should be addressed to Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California.

THE AMERICA OF TOMORROW—*People, Products, and Progress—1975* is the title of a 16 mm film recently released by the U. S. Chamber of Commerce, 1651 H Street, N. W., Washington 6, D. C. This film—in color and sound and 22 minutes in length—predicts what life can be like in 1975. Some of the predictions are: chemical heating units to cook food right in the package, house lights operated by a wave of the hand, automatic eyes that close windows when it rains, clothes and dishes washed without mechanical agitation, "thin" TV sets that hang on the wall like pictures, two-way wrists radios, man-carrying rockets for space travel, 200-passenger airliners flying 1200 miles an hour, and telephone-TV in which both parties see each other. The film is available on a rental basis for seven days (or fewer) at \$15. The film may also be purchased outright for \$125.

NEW RECORDS FOR TEACHING—Four new *Enrichment Records* have been released by Enrichment Materials Distributors. The following are brief descriptions of these four records:

The Louisiana Purchase—One hears the Spanish Governor close the docks of New Orleans to Mississippi River boatmen. Produce is thrown overboard! One listens to President Jefferson, Madison, Napoleon, and Tallyrand facing problems involving the very survival of their nations. New Orleans is declared an American city. The roll call of states carved from the vast Louisiana Territory makes a thrilling listening experience.

Pirate Lafitte and Battle of New Orleans—Man of mystery, Jean Lafitte! Pirate or patriot? One hears him and his Baratarians declared pirate outlaws by Governor Claiborne . . . wooed by the British . . . finally accepted by General Jackson to help defend New Orleans. Hear the Battle and the triumph of men who loved freedom . . . fought and died to preserve it in the War of 1812.

Mr. Bell Invents the Telephone—One hears a new idea born that changed world communications. The listener struggles with Alexander Graham Bell and Thomas Watson to perfect the telephone. One thrills to those first words heard over wire, "Mr. Watson, Come here." Hear how, in America, success and honor can be won by anyone willing to work hard to achieve a goal.

George Washington Carver—One hears how a young negro's thirst for learning drove him to work—and walk—his way to finish college . . . his "Call" to Tuskegee Institute . . . his great contributions to his people and the world. The listener meets and knows two great leaders—George Washington Carver and Booker T. Washington. The meaning and substance of real education comes through on this record.

Help your students

choose high school careers
plan college majors
look ahead to careers
adjust to realistic levels of aspiration

by Karl J. Holzinger

and Norman A. Crowder

HOLZINGER-CROWDER UNI-FACTOR TESTS

This new battery enables counselors and teachers to give each student the help he needs in planning for the future. Nine tests measure four aspects of intelligence—Verbal, Spatial, Numerical, and Reasoning factors.

The four factor scores are accurate, dependable guides to guidance, revealing areas of strength or weakness important to effective counseling.

Specimen sets are available to qualified persons.

WORLD BOOK
COMPANY

Yonkers-on-Hudson, New York
2126 Prairie Avenue, Chicago 16
Boston — Atlanta — Dallas — Berkeley

FAIR-PLAY



FF-15

Your Clan is Gathering
Chicago, Feb. 25-29

By all means plan to attend.
See you there!

FAIR-PLAY MFG. CO.
WEST DES MOINES, IOWA

Does Your Library have a
Speech Department?

Today's VITAL SPEECHES

THOUGHTS
ON
PROBLEMS
BY
AUTHORITIES

gives the complete text of the best expressions of contemporary thought at a very nominal cost.

Recommended in
Magazines for School Libraries
Periodicals for Small and Medium
Sized Libraries
Indexed in the "Reader's Guide"
Issued 1st and 15th each month
One year \$6.00 Two years \$11.00
9 months \$5.00

Sample copy on request

VITAL SPEECHES

33 West 42nd Street New York 36

Enrichment Records are available in both 78 rpm (standards) and 33½ rpm (long-playing) speeds. For complete details write to Martha Huddleston, Director, Enrichment Materials Distributors, 246 Fifth Avenue, New York 1, New York.

DRIVER EDUCATION AWARDS—Ten states, led by Minnesota, have been selected to receive the nation's top awards for the extent and quality of their driver education programs conducted during the 1954-55 school year. The selections were made by 12 educational and traffic safety leaders comprising the board of judges of the Eighth Annual National High School Driver Education Award Program. After examining reports from all 48 states and the District of Columbia, the judges selected Minnesota and Massachusetts to receive top-ranking Awards of Excellence. Awards of Honor were earned by California, Delaware, New York, Oklahoma, and Vermont, while three states, Arizona, New Jersey, and Pennsylvania, qualified for Awards of Merit. In addition, special Honorable Mention Awards were authorized for the states of Connecticut, Kansas, New Mexico, and Ohio. The judges also instructed that Special Progress Awards be given to the public schools in Colorado, Mississippi, Montana, and Washington and that Special Citations for Driver Education Attainment be given to the private and parochial schools in Delaware, New Hampshire, North Dakota, Oklahoma, and Vermont.

WORLD MUSEUM OPENS—After nearly two years of preparation, the World Museum, located in Carpinteria, California, opened its gates officially to the public in September with 28,000 persons attending. It is not only the largest undertaking of its kind, with more than two hundred and twenty-five buildings and some four hundred exhibits and displays, but it is also the first permanent establishment in which art, culture, commerce and industry have been integrated into a realistic and comprehensive picture of the world we live in, its history, present-day activities, and future prospects.

Fundamentally educational in concept, its presentation is forceful and stimulating, with neither the staid formality of an old-fashioned museum nor the artificial atmosphere of an amusement park. Displays are modern and alive with appeal for old and young alike. Visitors will be pleasantly surprised by the careful blending of information, relaxation and entertainment to be found on the grounds. It is at once a World's Fair and a United Nations of Culture and Commerce. From the World Market, the Industrial Loop and the giant relief map, on through the scores of state and foreign museums to the World of Religion, a vast panorama unfolds of the people of the earth, their social and economic backgrounds and the relation each has to the other. Long the dream of businessmen, educators, and statesmen, it illustrates conclusively what a group of clear-thinking men can do to develop greater global understanding in the interests of world peace, progress, and prosperity.

Just as the World Museum is composed of some nine subdivisions, each with its own particular field of coverage, so does each division break down into individual units, all of which are independent, self-sufficient museums in their own right. Housed in more than 120 separate buildings, they number more than 147 exhibitions or displays; nor do these include the 140 shops and stores in the World Market, nor yet the extremely fine commercial and industrial exhibits on The Loop.

Each individual museum takes as its central theme some particularly interesting or important event from the history of present-day activity of the state or country which it represents. These vary considerably, as each is permitted a free hand in its selection from among such classifications as Education, Art, Letters, Geography,

McKNIGHT PUBLICATIONS

Celebrating 60 YEARS OF EXPANDING SERVICE TO EDUCATION
... with ultra-modern new home now under construction



RULES of ORDER BOOK "PRACTICAL PARLIAMENTARY PROCEDURE"

By Rose Marie Cruzan

An up-to-date rules of order book that covers every phase of parliamentary law in an easy-to-read and understand manner. Explains terms and gives steps necessary to obtain action and how to obtain the floor. Gives pointers for officers and members, rules for motions, amendments, nominations and elections. Completely accurate.

The organization and presentation of this book was based upon officially accepted Rules of Order and actual teaching experience. 212 pages, including index and tables. Cloth Bound \$2.50

Clip this ad and write today for approval copy.

and
McKNIGHT  **McKNIGHT**
PUBLISHING COMPANY
DEPARTMENT 000 • MARKET & CENTER STS. • BLOOMINGTON, ILLINOIS

Aids For Your Commencement Program

THE 1953 COMMENCEMENT MANUAL

432 pages; Price, \$1.50

THE 1950 COMMENCEMENT MANUAL

320 pages; Price, 50c

THE 1948 COMMENCEMENT MANUAL

144 pages; Price, 50c

A summary of high-school graduation programs containing copies of typical and special programs, including complete scripts of locally developed programs. The publications supplement each other.

Order from the

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

1201 Sixteenth Street, N. W.
Washington 6, D. C.

IT'S HIGH TIME

A handbook for every parent of a teenager

Single copy, 50 cents

2-9 copies, 45c each	10 or more copies, 40c each
-------------------------	--------------------------------

National Association of Secondary-School Principals

1201 Sixteenth St., N. W., Washington 6, D. C.

GOOD NEWS FOR AUTHORS WITH
FAITH IN THEIR WORK:

YOUR BOOK PUBLISHED

As one of the largest leading publishers in the U. S., we can edit, design, print, distribute and promote your book. Our plan insures prompt publication. Send manuscript for free report, or write for brochure BL.

Pageant Press, Inc., 130 West 42nd St., N. Y.

History, Natural Resources, Handicrafts, Science Research, Sports, Recreation, and others *ad infinitum*. No direct industrial or commercial displays are permitted in the museums, as that phase of national development is given ample opportunity in the World Market and on The Loop. The promotion of pet ideologies and the dissemination of political propaganda are strictly prohibited, offenders being subject to immediate expulsion from the property at the discretion of the Board of Trustees.

It is required that each retain a full-time staff member thoroughly familiar with both the displays and the state or country represented; that such personnel wear native costume or national dress while on duty. Each museum is also supposed to have a minimum of one "live" display at all times. This has had a remarkable effect on the overall atmosphere of the Museum in that exhibits are generally far more stimulating and graphic than those to be found in institutions using a stiff, formalized method of presentation.

All Museum activities except those on the Loop and World Market stop at 6 p. m. Entertainment and amusement places remain open until midnight.

WHY STUDY SCIENCE—Young America Films, Inc., 18 East 41st Street, New York 17, New York, has just released a new educational guidance film under the title of *Why Study Science* (1 reel). It explains why and how the study of science will be useful to the individual in his daily life, not alone as part of the necessary training for many professional and technical fields of work, but also as part of the essential equipment of an intelligent, capable citizen. This film is one of a series of such films being produced by this company for educational guidance programs. Now available in the series are: *Why Study Science*, *Why Study Speech*, and *Why Study Home Economics*. *Why Study Mathematics* will be ready toward the end of the current school year.

THE TEACHING OF MODERN LANGUAGES—A volume of studies entitled *The Teaching of Modern Languages* has just been published by Unesco in its series "Problems in Education." These studies derive from the international seminar organized by Unesco at Nuwara Eliya, Ceylon, in August 1953. The subject of the discussion, in which 49 outstanding scholars from 18 countries participated over a period of four weeks, was the contribution of the teaching of modern languages toward education for living in a world community. The first six chapters of this new Unesco book correspond to the general topics discussed at the Ceylon meeting: the humanistic aspects of the teaching of modern languages; the teaching of modern languages as a key to the understanding of other civilizations and peoples; the methodology of language teaching audio-visual aids; the psychological aspects; and the training of teachers. Six other chapters cover textbooks, the use of radio and television, teaching in primary schools, special aids to international understanding, teaching adult migrants, and special problems of language—UNESCO Features.

LEARNING TO READ—There's little doubt in Garden City, Kansas, about how the schools teach reading. Supt. J. R. Jones, principals and teachers teamed up last year and mapped out a well-written, well-illustrated 16-page publication, *We Learn To Read*, (magazine format) telling how and when pupils learn to read, methods used, how slow learners are helped, and how parents can help. There are separate short articles by twenty-five different teachers.

BOOK BAZAAR KITS—A complete kit and instruction manual for holding school Book Bazaars is available for distribution, according to *Scholastic Teacher* magazine, sponsor of the book-fair program. The Book Bazaar kit, which gives

it's HIGH TIME*



* GUIDE FOR PARENTS OF HIGH SCHOOL STUDENTS

Every
Parent
in
Your Town
Should Have
This Book

It's High Time describes how adolescents grow; how (and why) teenage fads sweep the town; how mothers and dads can help you and your friends set up workable rules for curfews, dating, home chores, use of the car

It's High Time shows how parents can work with the high-school principal and teachers to help you and your friends decide on courses of study, select a vocation, pick helpful extraclass activities, establish good study habits, and handle extra expenses

It's High Time was published by:

National Association of Secondary-School Principals

National School Public Relations Association

Departments of the National Education Association
and

National Congress of Parents and Teachers

Single copy, 50c

2-9 copies, 45c each

10 or more copies, 40c each

Orders of \$2.00 or less must be accompanied by payment.

librarians and teachers detailed plans for conducting a book fair, includes the following materials: *Book Bazaars Made Easy*, by Hardy R. Finch, the 1955-56 instruction manual, which tells how to plan, organize and run a school book fair; a large poster for the display of book jackets; a selection of book jackets from publishers; an assembly and radio script; and other useful materials. Price of the Book Bazaar packet is \$1.50. It is available from *Scholastic Teacher*, 33 West 42nd Street, New York 36, New York. Separate instruction manuals are 50c each; posters are 25 c each.

TELEVISION: A WORLD SURVEY—During the past two years, the number of television stations in the world has tripled. There are now 570 stations, located in 38 countries, as against 27 countries in 1953. They serve a world total of 42 million receivers (27,000,000 in 1953). These facts are revealed in a new Unesco survey completed in February 1955 and published as *Supplement 1955* to the earlier handbook *Television, a World Survey*. The Supplement also gives information about plants to introduce television broadcasting in an additional 20 countries and thus covers a total of 58 countries on every continent which are concerned in one way or another with television. Educational television is making strides in areas formerly covered exclusively by commercial broadcasting, while commercial television is making inroads in countries where non-commercial broadcasting held a monopoly. There are now 13 educational stations on the air in the United States; Columbia and Venezuela have government-controlled non-commercial television systems. Other Latin American countries, such as Costa Rica and Uruguay, are planning the introduction of educational television broadcasting. On the other hand, commercial television is being established in the United Kingdom and along the borders of France, while other European countries are also discussing the possible introduction of commercial sponsorship to finance this costly new medium of communication.—UNESCO Features.

NEW HISTORY FILMS—To help students understand, remember, and enjoy history, The Jam Handy Organization has produced a new series of seven filmstrips, in full color, "Foundations of Democracy in the United States." The series, for use in later elementary and junior high-school history classes, re-enacts early United States history. Major historical concepts are clarified. The new art form used in the films brings events and ideals of the new nation into dramatic focus. Teachers of history and social studies will find that the new series is comprehensive in treatment. Class participation and review are encouraged by summary statements and questions at the end of each filmstrip. The seven filmstrips are entitled: (1) "The Colonists Are Freedom Loving;" (2) "Colonial Freedoms Are Threatened;" (3) "Fighting Begins in the North;" (4) "Independence Is Declared;" (5) "War in the Middle Colonies and the Northwest;" (6) "War on the Sea and in the South;" and (7) "Writing the Constitution." The complete series is priced at \$37, with individual filmstrips at \$5.95. Distribution is through The Jam Handy Organization, 2821 East Grand Boulevard, Detroit 11, and through authorized Jam Handy dealers.

FIVE EDUCATIONAL PRODUCTIONS—Sterling Educational Films announces the release of five new 16mm films for the audio-visual field. The subjects, specifically selected for school and library use, are the product of leading independent producers and break down as follows: *Pacific Paradox* (a sociological study of the Aborigines—ancient culture in a 20th century world); *Arizona Lion*

The Consumer Education Series

High School Teaching-Learning Units

50 Cents Each

No. 1: The Modern American Consumer	No. 7: Managing Your Money
No. 2: Learning To Use Advertising	No. 8: Buying Insurance
No. 3: Time on Your Hands	No. 9: Using Consumer Credit
No. 4: Investing in Yourself	No. 10: Investing in Your Health
No. 5: Consumer and the Law	No. 11: Effective Shopping
No. 6: Using Standards and Labels	

These units are worth your attention because:

- They deal with real concerns of all the people—the kind that belongs in a curriculum.
- They are authentic and unbiased—no propaganda; prepared by a professional staff with time and resources to do a good job; checked by top people from industry, labor, agriculture, women's groups, and government.
- They are interesting—vivid style and illustration, lively activities and teaching devices.
- They are flexible—any school can fit them into its own pattern.
- They attract and hold public support—experience has proved that they make sense to intelligent laymen and command their respect.

Other Publications in This Study

Consumer Education in Your School. 128 pp. 60c.
A College Course in Consumer Problems. 134 pp. 60c.
Bringing Consumer Education Into Action. 8 pp. 10c.

- Consumer Living. 608 pp. \$3.80
- Economic Roads for American Democracy. 252 pp. \$2.88
- Your Life in the Country. 410 pp. \$3.60.
- The Buyer's Guide, with Work Sheets. 258 pp. \$2.28

Starred (*) publications above are available at a school discount of 25 per cent from the list price. All other publications listed are available at the following discounts: 2-9 copies, 10%; 10 or more copies, 20%.

Consumer Education Study

National Association of Secondary-School Principals
1201 Sixteenth Street, N. W., Washington 6, D. C.

Hunt (the Lee Brothers of Tucson and their dramatic occupations of stalking cattle marauders); *North of the Arctic Circle* (a summer safari through Norway, land of surprisingly different geographical and social strata); *Twenty Driving Mistakes* (a highway safety film with the audience guessing how many errors one motorist commits); and *Winter Blunderland* (safety precautions and courtesies for snow-covered streets and highways). These, plus the titles listed in Sterling's new 16mm catalog, are available for preview without obligation. For copies of this new catalog, screening prints, or further information on Sterling's services, contact Sterling Educational Films, 205 East 43rd Street, New York 17, New York.

GROUP TERM LIFE INSURANCE At Low Cost

For members of the National Association of Secondary-School Principals gainfully employed by an organized system of education

YOU CAN BENEFIT from the *preferred risk classification* of your profession through the low-cost Group Life Insurance Plan of this Association.*

YOU CAN PROVIDE, in the event of your death, a cleanup fund, a fund to finance your boy's or girl's college education, or a fund to take care of that mortgage payment.

YOU INTEND to meet these obligations if you live, but will you meet them if you do not live?

*Detailed information will be furnished upon request. Write to the
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 Sixteenth Street, N. W., Washington 6, D. C.*

* All teachers in secondary education are eligible to membership in the National Association of Secondary-School Principals as associate members. All associate members receive all professional services and are eligible for life insurance under the Group Life Insurance Plan of the Association if gainfully employed by an organized system of education.

When writing advertisers mention THE BULLETIN

An Invitation
**To Principals
of Approved Secondary Schools**

Does your school have a chapter of the National Honor Society founded by the National Association of Secondary-School Principals in 1921?

If your school does not have a chapter

And

If your school is accredited by one of the regional accrediting associations or if it has the highest rating of your state department of education,

**You are invited to write
for full particulars to:**

Paul E. Elicker, Secretary

National Honor Society

1201 Sixteenth Street, N. W., Washington 6, D. C.

Dear Member of the NATIONAL ASSOCIATION
OF SECONDARY-SCHOOL PRINCIPALS

Is your name and address correct on our mailing list?

Are you receiving your BULLETIN regularly?

Take a few seconds and check your address on the wrapper in which your BULLETIN was mailed. If it isn't correct, won't you immediately drop us a card giving us your old address as well as your new address?

If you will have a change of address within a month, notify us as soon as you know the new address, so we can make the change without any interruption in service to you. Changes require about a month to process. Likewise, due to new postal regulations, the postoffice informs us neither of its inability to deliver second-class mail matter nor of a change of address.

Quite frequently, members write us that they have not received the last two or three issues of the BULLETIN. The reason—they have changed their address, but did not notify us. We are not mind readers, so we have to depend upon our members to inform us promptly of any change in their address. Then, too, printing has become so costly that we are unable to supply duplicate copies (or back copies) without a charge.

Many members change positions during the summer months. When this is the case, notification sent to us promptly will mean that when we mail the next issue of the BULLETIN, every member will receive his BULLETIN at his proper address.

This is an earnest appeal!

Always send us promptly a notice of your change of address.

We're depending on you!

ATTENTION! STUDENT COUNCILS

*Enroll now in the National Association of
Student Councils
for the School Year 1955-56*

**The National Association of Student Councils
of the
National Association of Secondary-School Principals
1201 Sixteenth Street, N.W.
Washington 6, D.C.**

APPLICATION FOR MEMBERSHIP

The Student Council of *Name of School*

Address* *Street* *City or Town* *Zone* *State*

Sponsor of Student Council.....

The National Association of Student Councils serves the student councils of the nation through advisory and consultative service, distribution of printed material, field service, and as a clearinghouse of student projects and activities. New members receive two handbooks: *The Student Council in the Secondary School* and the *1955 Student-Council Yearbook*, and two copies a month of *Student Life*, a 32-page, illustrated magazine of student activities. Annual rates of membership are based on size of school enrollment:

L (large)—1,000 or larger.....	\$6.00
M (medium)—300 to 999.....	5.00
S (small)—less than 300.....	4.00

Enroll now and membership will be paid until June 30, 1956.

High School enrollment this year.....

Amount of membership fee enclosed.....

Date..... Principal.....

*Two copies of *Student Life* will be sent monthly to this address, eight times (October-May) during the school year. Enroll now.

The Twentieth Annual National Convention of members of the National Association of Student Councils will be held in the Devilbiss High School, Toledo, Ohio, June 17-21, 1956.

HOW DEMOCRATIC IS THE ADMINISTRATION OF YOUR SCHOOL?

- It is generally agreed that a school is not completely democratically administered unless it has some form of student participation in school administration.

DO YOU HAVE A STUDENT COUNCIL IN YOUR SCHOOL?

- The National Association of Student Councils of the National Association of Secondary-School Principals maintains an office in Washington, D. C., which is equipped to assist you in organizing a student council.
- Numerous other services are also available which will help make your student council an effective influence for good in your school.

ENROLL YOUR SCHOOL NOW FOR 1955-56 MEMBERSHIP

Fill out the membership application blank in this issue of THE BULLETIN
and mail it with the fee for a school your size to:

**THE NATIONAL ASSOCIATION OF
STUDENT COUNCILS**
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Membership Secretaries of State High-School Principals Organizations

AFFILIATED WITH THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

Alabama Association of Secondary-School Principals (*White*)—*Frank N. Philpot*, Director, Division Secondary Education, State Department of Education, Montgomery, Alabama.

Alabama Association of High-School Principals (*Colored*)—*A. R. Stickney*, Principal, Calhoun School, Calhoun, Alabama.

Arizona Association of Secondary-School Principals—*Donald L. Wilson*, Principal, Safford High School, Safford, Arizona.

Arkansas School Administrators Association (*Colored*)—*E. H. Hunter*, Principal, Scipio A. Jones High School, Cedar at 10th Street, North Little Rock, Arkansas.

Arkansas Association of Secondary-School Principals (*White*)—*Frank L. Williams*, Principal, Junior High School, Hot Springs, Arkansas.

California Association of Secondary-School Administrators—*William N. McGowan*, 2220 Bancroft Way, Berkeley 4, California.

Colorado Association of Secondary-School Administrators—*Maurice W. Jessup*, 811 15th Street, Greeley, Colorado.

Connecticut Association of Secondary Schools—*Stanley Lorenzen*, Principal, Staples High School, Westport, Connecticut.

Delaware Association of School Administrators—*Robert C. Stewart*, Asst. State Supt., Secondary Schools, State Dept. of Public Instruction, Dover, Delaware.

District of Columbia Association of Secondary-School Principals—*Boise L. Bristor*, Board of Education, Ross Administration Annex No. 1, Washington 9, D. C.

Florida Association of Secondary-School Principals—*E. B. Henderson*, Secretary-Treasurer, Florida Education Association, 220 Centennial Building, Tallahassee, Florida.

Georgia High-School Principals Association—*Kenneth J. Moore*, Principal, Robert E. Lee High School, Box 852, Thomaston, Georgia.

Hawaii Association of Secondary-School Principals—*Raymond N. Torii*, Principal, Pahoa High and Elementary School, Box 3, Pahoa, Hawaii.

Idaho Association of Secondary-School Principals—*Harry C. Mills*, Principal, Nampa High School, Nampa, Idaho.

Illinois Secondary-School Principals Association—*Paul J. Houghton*, Principal, Anna-Jonesboro Community High School, 608 South Main Street, Anna, Illinois.

Indiana Association of Secondary-School Principals—*O. L. Van Horn*; 1083 Churchman Avenue, Beech Grove, Indiana.

Iowa Association of Secondary-School Principals—*Delmer H. Battrick*, Principal, Roosevelt High School, 45th and Center Streets, Des Moines 12, Iowa.

Kansas Association of Secondary Schools and Principals—*Glenn E. Burnette*, Principal, Junior High School, Manhattan, Kansas.

Kentucky Association of Secondary-School Principals—*Harry T. Mitchell*, Principal, Holmes High School, 25th and Madison, Covington, Kentucky.

Louisiana Principals Association—*W. W. Williams*, Principal, High School, Minden, Louisiana.

Maine State Principals Association—*Philip A. Annas*, Dept. of Education, State House, Augusta, Maine.

Maryland Secondary-School Principals Association (*White*)—*Douglas M. Bivens*, Principal, High School, Boonsboro, Maryland.

Maryland Society of Educational Pioneers (*Colored*)—*John P. Hammond*, Principal, Lockerman Senior-Junior High School, Denton, Maryland.

Massachusetts Secondary-School Principals Association—*Frederick H. Pierce*, Executive Secretary, 3 Broadway, Beverly, Massachusetts.

Massachusetts Junior High-School Principals Association—*Harry Finkelstein*, Principal, Garfield Junior High School, Revere, Massachusetts.

Michigan Secondary-School Association—*E. Dale Kennedy*, Executive Secretary, M.O. Box 480, Lansing 2, Michigan.

Minnesota Association of Secondary-School Principals—*G. R. Imbody*, Principal, High School, Owatonna, Minnesota.

Mississippi Association of Secondary-School Principals—*C. C. Pyle*, Principal, High School, Gulfport, Mississippi.

Missouri Association of Secondary-School Principals—*L. Buford Thomas*, Superintendent, Mexico Public Schools, Mexico, Missouri.

Montana Association of School Administrators—*George J. Jelinek*, Superintendent of Schools, Harlowton, Montana.

Nebraska Association of School Administrators—*Merle A. Stoneman*, Teachers College 125, University of Nebraska, Lincoln 8, Nebraska.

New Hampshire Secondary-School Principals Association—*Frederick C. Walker*, Principal, High School, Dover, New Hampshire.

New Jersey Secondary-School Principals Association—*Arthur G. Martin*, Principal, High School, Glen Ridge, New Jersey.

New Mexico Secondary-School Principals Association—*S. H. Moseley*, Principal, Union High School, Las Cruces, New Mexico.

New York State Association of Secondary-School Principals—*John H. Fuller*, Principal, Washington Irving High School, Tarrytown, New York.

New York City High-School Principals Association—*Vincent McGarrett*, Principal, High School of Commerce, New York, New York.

New York City Junior High-School Principals Association—*Carl Cherkes*, Principal, Junior High School, 104 Man, c/o P.S. 40, 320 East 20th Street, New York 3, New York.

New York City Vocational High-School Principals Association—*Edward N. Wallen*, Principal, Samuel Gompers Vocational and Technical High School, 455 Southern Boulevard, Bronx 55, New York.

North Carolina Division of Principals of the NCEA—*C. E. Wike*, Principal, High School, Lexington, North Carolina.

North Dakota Principals Association—*Joel A. Davy*, Principal, City High School, Valley City, North Dakota.

Ohio High-School Principals Association—*Robert G. Winter*, Principal, Piqua Central High School, Piqua, Ohio.

Oklahoma Secondary-School Principals Association—*F. R. Born*, Principal, Central High School, 7th and Robinson, Oklahoma City, Oklahoma.

Oregon Association of Secondary-School Principals—*Cliff Robinson*, Director of Secondary Education, State Department of Education, Salem, Oregon.

Pennsylvania Association of Secondary-School Principals—*Francis G. Wilson*, Principal, William Penn High School, Harrisburg, Pennsylvania.

Rhode Island Secondary-School Principals Association—*Rufus A. Brackley*, Principal, High School, East Greenwich, Rhode Island.

South Carolina Association of Secondary-School Principals (*White*)—*William H. Hale, Jr.*, Principal, Gaffney High School, Gaffney, South Carolina.

South Carolina High-School Principals Association (*Colored*)—*C. C. Woodson*, Principal, Carver High School, Spartanburg, South Carolina.

South Dakota Association of Secondary-School Principals—*George W. Janke*, Principal, Senior High School, 410 East 5th Avenue, Mitchell, South Dakota.

Tennessee Association of Secondary-School Principals—*Howard G. Kirksey*, Dean of Instruction, Middle Tennessee State College, Murfreesboro, Tennessee.

Texas Association of Secondary-School Principals—*W. I. Stevenson*, Principal, Milby Senior High School, Houston, Texas.

Texas Principals Association (*Colored*)—*W. E. Jones*, Principal, E. J. Campbell High School, Nacogdoches, Texas.

Utah Secondary-School Principals Association—*Wilburn N. Ball*, Director of Secondary Education, 223 State Capital, Salt Lake City, Utah.

Vermont Headmasters Association—*Joseph A. Wiggin*, 92 State Street, Montpelier, Vermont.

Virginia Department of Secondary-School Principals (*White*)—*Clarence H. Spain*, Principal, Binford Junior High School, 1701 Floyd Avenue, Richmond 20, Virginia.

Virginia Teachers Association (*Colored*)—*J. F. Banks*, Principal, Christiansburg Institute, Cambria, Virginia.

Washington Association of Secondary-School Principals—*George Hermes*, Principal, Irene S. Reed High School, 7th and Alder, Shelton, Washington.

West Virginia Association of Secondary-School Principals (*White*)—*R. V. Braham*, Lincoln Junior High School, Charleston, West Virginia.

Wisconsin Association of Secondary-School Principals—*Harold L. Paukert*, Supervising Principal, Kohler Public Schools, Kohler, Wisconsin.

Wyoming Association of Secondary-School Principals—*Loyd D. Crane*, Principal, Cheyenne Senior High School, 3619 Carey Avenue, Cheyenne, Wyoming.





Question: WHAT IS AN ATOM?



Each boy scores 100%...for his time!

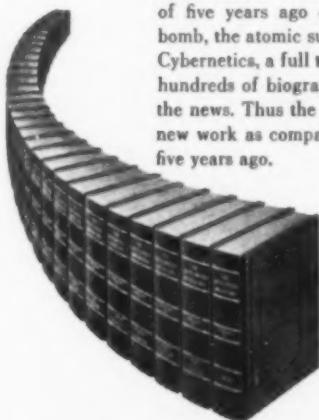
Knowledge grows. Discoveries are made. Devices are invented. People are born and become famous. Ways of life alter. Yesterday's fact is often today's legend.

And yesterday's encyclopedia is not good enough for today.

That's why *today's* Americana is continually revised—guaranteeing you an Americana which describes—comprehensively and accurately—developments in the modern world. The Americana of five years ago did not have the hydrogen bomb, the atomic submarine, NATO, Cinerama, Cybernetics, a full treatment of Antibiotics, and hundreds of biographies of men and women in the news. Thus the 1955 Americana is almost a new work as compared with The Americana of five years ago.

★
**THE NEW 1955
AMERICANA**

25,500 pages
60,000 articles
10,000 illustrations
44,000 cross references
280,000 index entries
20,000 pages
completely revised
(1950-1955)



The Encyclopedia AMERICANA

The International Reference Work
2 West 45th Street, New York 36, N. Y.

When writing advertisers mention THE BULLETIN

FOR YOUR DRAMATICS PROGRAM

- You are invited to consider, with our compliments, an unusually fine new play for high school production

The play is titled **THE REMARKABLE INCIDENT AT CARSON CORNERS**, and because it offers the high school dramatic department such an unusual opportunity, we have set aside a thousand copies. Until this supply is exhausted, we will be happy to send a free copy to any interested teacher or administrator.

The setting is the auditorium of an imaginary school, and with compelling power the play develops a story that involves the entire community in an event that takes place at the school. It demonstrates community responsibility for the schools, and does so with high dramatic effect. It does all this, and yet remains entirely within the means and abilities of any high school group.

An excellent summation of the play was made by the Assistant Superintendent of Schools for Chicago. Dr. Don C. Rogers reported on the manuscript as follows:

"The play has a powerful message, and skillfully develops how many—a doctor, a janitor, a business leader, a teacher, and parents—are all stunned with the realization of their own contributory responsibility for a tragedy. I finished reading it choked with emotion."

We invite you to read this play, and to discuss it with your director of drama. We think you will find it an outstanding choice for production at your school. In any case, you will find it an interesting addition to your library. Please send for your complimentary copy today. In doing so, we would appreciate it if you would mention this advertisement.

THE DRAMATIC PUBLISHING COMPANY

179 North Michigan Avenue

Chicago 1, Illinois

When writing advertisers mention THE BULLETIN

Ser